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13

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Florida Benchmarks Practice Book

For Home or School

Grade 2

GO MATH! FLORIDA

INCLUDES:

- home or school practice
- lesson practice and test preparation
- Big Idea projects
- end-of-year resources



HOUGHTON MIFFLIN HARCOURT
School Publishers





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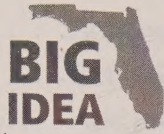
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Number, Place Value, and Patterns



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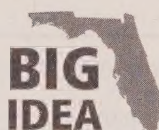
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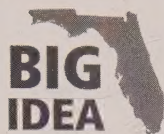
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Gulls and ospreys fly over the sea.

I see _____ gulls and _____ ospreys.

Compare the number of birds you see.

>

By the Sea



A Math Storybook

by _____

fold here

Fish of all kinds swim in the sea.

I see ____ starfish.

How many tens and ones would that be?

____ tens ____ ones

fold here

Shells of all kinds lie by the sea.

I see ____ clam shells.

How many tens and ones would that be?

____ tens ____ ones

School-Home Letter

Dear Family,

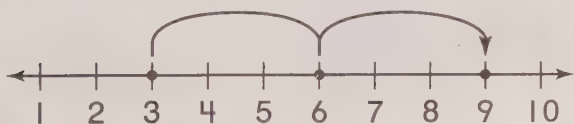
My class started Chapter 1 today. In this chapter, I will learn about place value of 2-digit numbers, even and odd numbers, and number patterns.

Love, _____

Vocabulary Power

digits 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 are digits.

skip count To start with any number and keep adding on the same number



even numbers 0, 2, 4, 6, 8, 10 . . .

odd numbers 1, 3, 5, 7, 9 . . .

Home Activity

Give your child a group of 20 small objects, such as beans. Have your child count the objects and tell how many. Then have your child pair the objects and tell whether the number is *even* or *odd*. Repeat with a different number of beans.



Literature

Look for this book at the library. Ask your child to point out math vocabulary words as you read the book together.

One Hundred Hungry Ants

by Elinor J. Pinczes.
Houghton Mifflin, 1993.

Carta para la casa

Querida familia:

Mi clase comenzó hoy el Capítulo 1. En este capítulo, aprenderé sobre el valor posicional de los números de 2 dígitos, números pares e impares y patrones numéricos.

Con cariño, _____

El poder del vocabulario

dígitos 0, 1, 2, 3, 4, 5, 6, 7, 8 y 9 son dígitos

contar salteado Comenzar con cualquier número y seguir sumando el mismo número.



números **pares** 0, 2, 4, 6, 8, 10...

números **impares** 1, 3, 5, 7, 9...

Actividad para la casa

Dé a su hijo un grupo de 20 objetos pequeños, como frijoles. Pídale que cuente los objetos y diga cuántos hay. Luego pídale que los agrupe y diga si el número es *par* o *impar*. Repita con un distinto número de frijoles.



Literatura

Busquen este libro en la biblioteca. Pida a su hijo que señale palabras del vocabulario de matemáticas mientras leen juntos el libro.

One Hundred Hungry Ants

por Elinor J. Pinczes.
Houghton Mifflin, 1993.

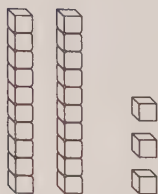
Understand Place Value



MA.2.A.1.1 Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.

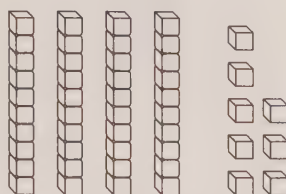
Circle the value of the underlined digit.

1. 23



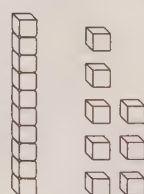
20 2

2. 48



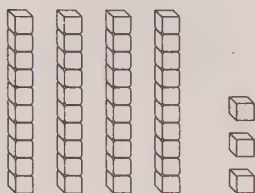
8 80

3. 18



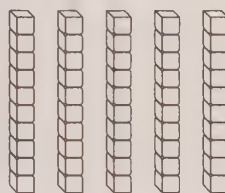
10 1

4. 43



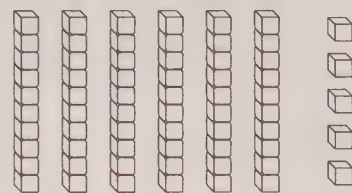
40 4

5. 50



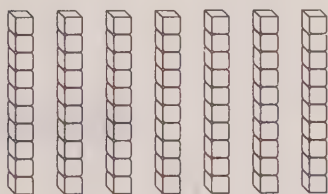
5 50

6. 65



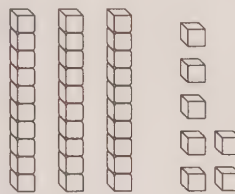
50 5

7. 70



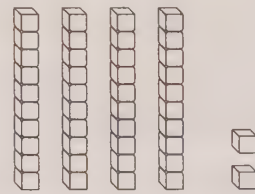
7 70

8. 37



70 7

9. 42



4 40

PROBLEM SOLVING REAL WORLD

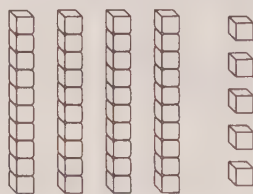
Write the 2-digit number that matches the clues.

10. My number has a tens digit that is 8 more than the ones digit. Zero is not one of my digits.

My number is _____

Lesson Check (MA.2.A.1.1)

1. What is the value of the underlined digit in 45?



- Ⓐ 4 Ⓑ 5 Ⓒ 40 Ⓓ 50

Review Grade 2 (MA.1.A.2.2)

← SPIRAL REVIEW

2. A number has 8 tens and 2 ones. What is the number?

3. A number has 2 tens and 4 ones. What is the number?

- Ⓕ 80
Ⓖ 82
Ⓗ 28
Ⓘ 12

- Ⓐ 42
Ⓑ 24
Ⓒ 20
Ⓓ 6

Look Back (MA.1.A.2.2)

← SPIRAL REVIEW

4. Which number can be shown with 2 tens and 7 ones?

5. Which number can be shown with no tens and 3 ones?

- Ⓕ 90
Ⓖ 72
Ⓗ 52
Ⓘ 27

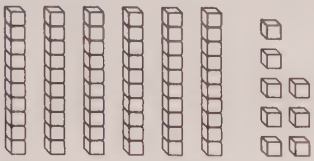
- Ⓐ 33
Ⓑ 30
Ⓒ 3
Ⓓ 0

Expanded Form



MA.2.A.1.2 Identify and name numbers through thousands in terms of place value and apply this knowledge to expanded notation.

Write the number. Then use tens and ones to describe the number in two ways.

1. 

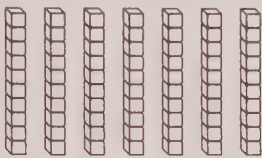
_____ = _____ tens _____ ones

_____ = _____ + _____

2. 

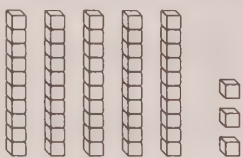
_____ = _____ tens _____ one

_____ = _____ + _____

3. 

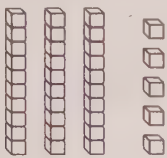
_____ = _____ tens _____ ones

_____ = _____ + _____

4. 

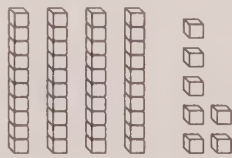
_____ = _____ tens _____ ones

_____ = _____ + _____

5. 

_____ = _____ tens _____ ones

_____ = _____ + _____

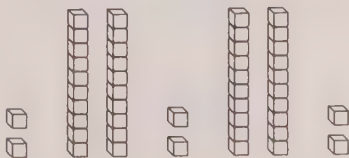
6. 

_____ = _____ tens _____ ones

_____ = _____ + _____

PROBLEM SOLVING REAL WORLD

7. Rebecca used these blocks to model a number.
Circle the correct ways to write the number.



4 tens 6 ones

40 + 6

60 + 4

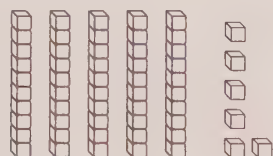
6 tens 4 ones

46

64

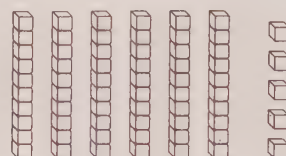
Lesson Check (MA.2.A.1.2)

1. Which number can be described as $50 + 6$?



- (A) 11 (C) 65
(B) 56 (D) 110

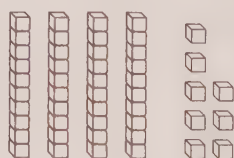
2. Which number can be described as $60 + 5$?



- (F) 11 (H) 65
(G) 56 (I) 110

Review Grade 2 (MA.2.A.1.1)

3. What is the value of the underlined digit in 48?



- (A) 4 (B) 8 (C) 14 (D) 40

Look Back (MA.1.A.1.1)

4. Use the picture. What is the missing addend?



$$4 + \underline{\quad} = 7$$

- (F) 1 (H) 5
(G) 3 (I) 7

5. Use the picture. What is the missing addend?



$$\underline{\quad} + 6 = 8$$

- (A) 2 (C) 6
(B) 4 (D) 8

← SPIRAL REVIEW

← SPIRAL REVIEW

Different Forms of Numbers

MA.2.A.1.2 Identify and name numbers through thousands in terms of place value and apply this knowledge to expanded notation.

Write the number another way.

1. 32

_____ tens _____ ones

2. forty-one

3. 9 tens 5 ones

4. $80 + 3$

5. 57

_____ tens _____ ones

6. seventy-two

_____ + _____

7. $60 + 4$

8. 4 tens 8 ones

9. twenty-eight

_____ + _____

10. 80

_____ tens _____ ones

PROBLEM SOLVING **REAL WORLD**

11. A number has the digit 3 in the ones place and the digit 4 in the tens place. Which of these is another way to write this number? Circle it.

$3 + 4$

$40 + 3$

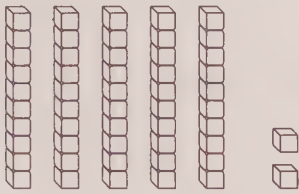
$30 + 4$

Lesson Check (MA.2.A.1.2)

- Which is another way to write the number 63?
 - (A) $6 + 3$
 - (B) $6 + 30$
 - (C) $60 + 3$
 - (D) $60 + 30$
- Which is another way to write the number 74?
 - (F) $70 + 40$
 - (G) $70 + 4$
 - (H) $7 + 40$
 - (I) $7 + 4$

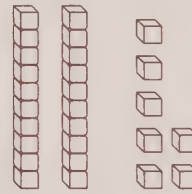
Review Grade 2 (MA.2.A.1.1)

- What is the value of the underlined digit in 52?



- (A) 50
- (B) 20
- (C) 5
- (D) 2

- What is the value of the underlined digit in 27?



- (F) 70
- (G) 20
- (H) 7
- (I) 2

← SPIRAL REVIEW

Look Back (MA.1.A.2.2)

- How many tens are in 84?
 - (A) 12 tens
 - (B) 8 tens
 - (C) 4 tens
 - (D) 0 tens
- How many tens are in 70?
 - (F) 70
 - (G) 17
 - (H) 7
 - (I) 0

← SPIRAL REVIEW

Different Ways to Show Numbers

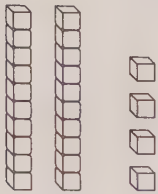


MA.2.A.1.1 Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.

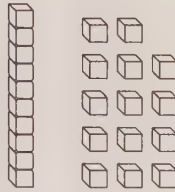
Write how many tens and ones.

Use if you need to.

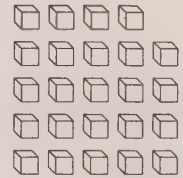
1. 24



_____ tens _____ ones

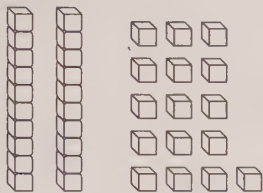


_____ ten _____ ones

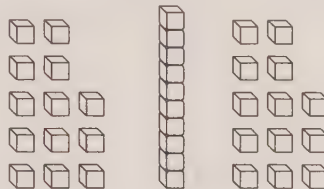


_____ tens _____ ones

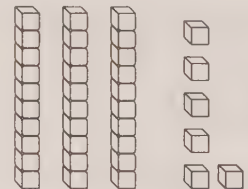
2. 36



_____ tens _____ ones

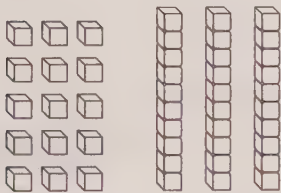


_____ ten _____ ones

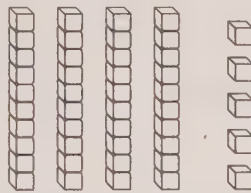


_____ tens _____ ones

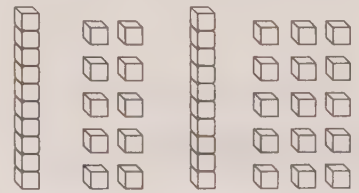
3. 45



_____ tens _____ ones



_____ tens _____ ones

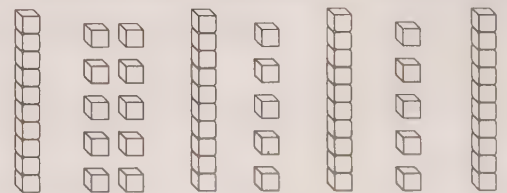


_____ tens _____ ones

PROBLEM SOLVING

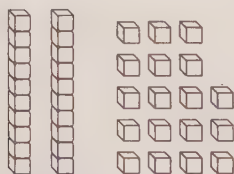
REAL WORLD

4. Toni has these blocks. Circle the blocks that she could use to show 34.



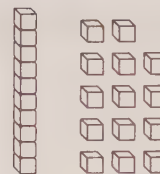
Lesson Check (MA.2.A.1.1)

1. What number is shown?



- (A) 20 (C) 32
 (B) 28 (D) 38

2. What number is shown?



- (F) 15 (H) 34
 (G) 24 (I) 41

Review Grade 2 (MA.2.A.1.2)

3. Which is another way to write 8 tens 6 ones?

- (A) 86
 (B) 68
 (C) $8 + 6$
 (D) $80 + 60$

4. Which is another way to write the number?

$$70 + 4$$

- (F) 70 tens 4 ones
 (G) 4 tens 7 ones
 (H) 74
 (I) 47

← SPIRAL REVIEW

Look Back (MA.1.A.1.1)

5. There are 7 crabs. 2 crabs crawl away. How many crabs are left?

- (A) 9
 (B) 7
 (C) 5
 (D) 4

6. 4 children stand in a circle. 3 more children join them. How many children are in the circle now?

- (F) 43
 (G) 34
 (H) 7
 (I) 1

← SPIRAL REVIEW

Even and Odd Numbers**MA.2.A.4.2** Classify numbers as odd or even and explain why.

Shade in the ten frames to show the number. Circle even or odd.

1. 15

even odd

2. 18

even odd

3. 11

even odd

4. 27

even odd

5. 23

even odd

6. 30

even odd

PROBLEM SOLVING**REAL WORLD**

7. There are an odd number of girls and an even number of boys in Theo's class. Circle the choice that could tell about his class.

9 girls and 10 boys

10 girls and 11 boys

8 girls and 12 boys

Lesson Check (MA.2.A.4.2)

1. Which number is even?

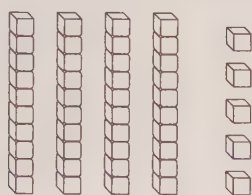
- (A) 3
- (B) 7
- (C) 8
- (D) 11

2. Which number is odd?

- (F) 4
- (G) 7
- (H) 8
- (I) 10

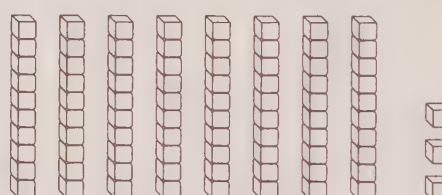
Review Grade 2 (MA.2.A.1.1)

3. What number has 4 tens and 5 ones?



- (A) 9
- (B) 19
- (C) 45
- (D) 54

4. What number has 8 tens and 3 ones?



- (F) 5
- (G) 11
- (H) 38
- (I) 83

← SPIRAL REVIEW

Look Back (MA.1.A.4.1)

5. What number is missing in this pattern?

5, 10, 15, 20, _____, 30, 35

- (A) 15
- (B) 21
- (C) 22
- (D) 25

6. What number is missing in this pattern?

6, 8, 10, _____, 14, 16

- (F) 11
- (G) 12
- (H) 13
- (I) 15

← SPIRAL REVIEW

Skip Count on a Hundred Chart



MA.2.A.4.1 Extend number patterns to build a foundation for understanding multiples and factors—for example, skip counting by 2's, 5's, 10's.

Skip count. Show the pattern on the hundred chart.

1. Count by fives. Circle the numbers.
2. Count by tens. Put an X on the numbers.
3. Start at 30. Count by threes. Write the numbers.

30, _____, _____, _____, _____, _____, _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

PROBLEM SOLVING

REAL WORLD

4. Felix skip counts by twos. He starts on 26.
Which of the following numbers will he say?
Circle them.

22 31 50 23 28 42 47

Lesson Check (MA.2.A.4.1)

1. What number is next in the skip counting pattern 6, 8, 10, 12, _____?

- (A) 14
- (B) 13
- (C) 11
- (D) 10

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Review Grade 2 (MA.2.A.4.2)

2. Which number is odd?

- (F) 10
- (G) 18
- (H) 24
- (I) 27

3. Which number is even?

- (A) 9
- (B) 13
- (C) 22
- (D) 41

← SPIRAL REVIEW

Look Back (MA.1.A.2.1)

4. What number is missing on this number line?



- (F) 19
- (G) 26
- (H) 31
- (I) 45

← SPIRAL REVIEW

Name _____

Draw a Diagram • Patterns



MA.2.A.4.3 Generalize numeric and non-numeric patterns using words and tables.

Draw a diagram of the skip counting pattern. Then solve.

1. Mr. Anderson has 4 plates of cookies with 5 cookies on each plate. How many cookies are there in all?

_____ cookies

2. Ms. Trane put 2 stickers on each page. How many stickers did she put on 6 pages?

_____ stickers

3. There are 10 books in each box. How many books are in 5 boxes?

_____ books

Lesson Check (MA.2.A.4.3)

- Jaime puts 3 oranges on each tray. How many oranges are on 5 trays?
 - (A) 8
 - (B) 15
 - (C) 35
 - (D) 53
- Maurice has 3 rows of toys with 10 toys in each row. How many toys does he have in all?
 - (F) 7
 - (G) 13
 - (H) 30
 - (I) 33

Review Grade 2 (MA.2.A.4.1)

- Complete the pattern.
10, 12, 14, 16, ____
 - (A) 15
 - (B) 17
 - (C) 18
 - (D) 20
- What is the next number in the pattern?
5, 10, 15, 20, ____
 - (F) 21
 - (G) 22
 - (H) 24
 - (I) 25

Look Back (MA.1.A.2.2)

- What number has 9 tens and 1 one?
 - (A) 91
 - (B) 19
 - (C) 10
 - (D) 8
- What number has 4 tens and 8 ones?
 - (F) 4
 - (G) 12
 - (H) 48
 - (I) 84

Extend Patterns

MA.2.A.4.1 Extend number patterns to build a foundation for understanding multiples and factors—for example, skip counting by 2's, 5's, 10's.

Complete each table to solve.

1. There are 5 computers in a row.

How many computers are in 5 rows?

number of rows	1	2	3	4	5
number of computers	5				

_____ computers

2. There are 10 pencils in each cup.

How many pencils are in 5 cups?

number of cups	1	2			
number of pencils					

_____ pencils

3. There are 3 books on each desk.

How many books are on 6 desks?

number of desks	1					
number of books						

_____ books

Lesson Check (MA.2.A.4.1)

1. There are 5 fish in each tank. How many fish are in 6 tanks?

number of tanks	1	2	3	4	5	6
number of fish	5	10				

- (A) 5 (C) 30
 (B) 15 (D) 50

Review Grade 2 (MA.2.A.4.3)

2. There are 5 cards in each pack. If Al buys 3 packs, how many cards will he get?

- (F) 8
 (G) 15
 (H) 20
 (I) 35

3. Cassie puts 2 stamps on each page. How many stamps does she put on 5 pages?

- (A) 25
 (B) 10
 (C) 7
 (D) 3

← SPIRAL REVIEW

Look Back (MA.1.A.4.1)

4. What should the next two figures in the pattern be?



- (F) triangle diamond (G) triangle circle (H) circle diamond (I) circle triangle

← SPIRAL REVIEW

Make Predictions for Patterns**MA.2.A.4.3** Generalize numeric and non-numeric patterns using words and tables.**Make a prediction. Continue the pattern to check.**

1. Predict the 8th number. _____

8,	10,	12,	14,	16,	_____	_____	_____
1st	2nd	3rd	4th	5th	6th	7th	8th

2. Predict the 7th number. _____

58,	56,	54,	52,	_____	_____	_____
1st	2nd	3rd	4th	5th	6th	7th

3. Predict the 7th number. _____

36,	39,	42,	45,	_____	_____	_____
1st	2nd	3rd	4th	5th	6th	7th

4. Predict the 8th number. _____

45,	50,	55,	60,	_____	_____	_____	_____
1st	2nd	3rd	4th	5th	6th	7th	8th

PROBLEM SOLVING**REAL WORLD**

5. Describe this pattern and predict the 7th number.

85,	75,	65,	55,	_____	_____	_____
-----	-----	-----	-----	-------	-------	-------

Lesson Check (MA.2.A.4.3)

1. Predict the 7th number.

4	8	12	16			
1st	2nd	3rd	4th	5th	6th	7th

- (A) 18 (C) 28
 (B) 20 (D) 32

Review Grade 2 (MA.2.A.1.2)

← SPIRAL REVIEW

2. Which is another way to write 53?

- (F) $5 + 3$
 (G) $3 + 5$
 (H) $30 + 5$
 (I) $50 + 3$

3. Which is another way to write 24?

- (A) 2 ones 4 ones
 (B) 2 tens 4 ones
 (C) 4 tens 2 tens
 (D) 4 ones 2 ones

Look Back (MA.1.A.4.1)

← SPIRAL REVIEW

4. What should the next two figures in the pattern be?



- (F)  
 (G)  
 (H)  
 (I)  

Chapter 1 Extra Practice

Lesson 1.1 (pp. 5 – 8)

Write the 2-digit number that matches the clues.

1. My number has more ones than tens. One of the digits is 3. One of the digits is 4.

My number is _____.

2. My number has one more ten than ones. It has 4 ones.

My number is _____.

3. My number has more tens than ones. One of the digits is 3. One of the digits is 7.

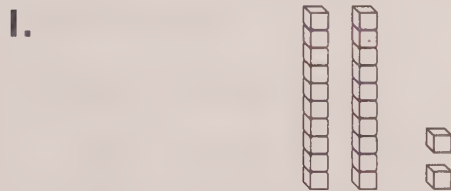
My number is _____.

4. My number has double the number of ones as tens. The sum of the digits is 9.

My number is _____.

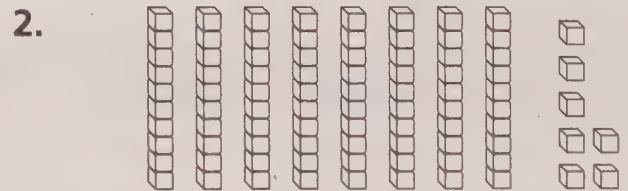
Lesson 1.2 (pp. 9 – 12)

Write the number. Then use tens and ones to describe the number in two ways.



$$22 = \text{_____ tens } \text{_____ ones}$$

$$22 = \text{_____} + \text{_____}$$



$$87 = \text{_____ tens } \text{_____ ones}$$

$$\text{_____} = \text{_____} + \text{_____}$$

3. Write the number 63 another way.

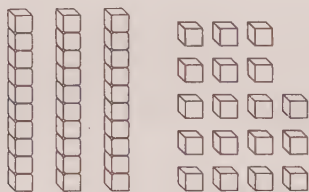
4. Write the number 27 another way.

Lesson 1.4 (pp. 17 – 19)

Write how many tens and ones.

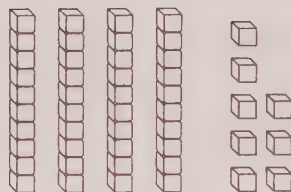
Use   if you need to.

1.



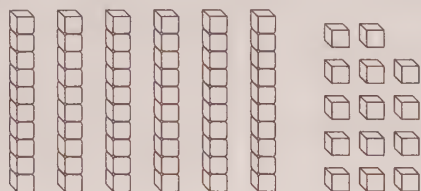
_____ tens _____ ones

2.



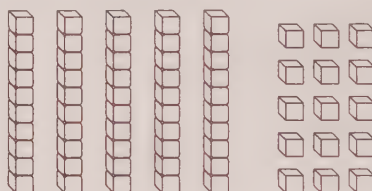
_____ tens _____ ones

3.



_____ tens _____ ones

4.



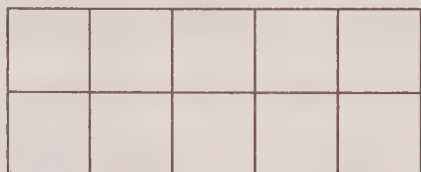
_____ tens _____ ones

Lesson 1.5 (pp. 21 – 24)

Shade in the ten frame to show the number.

Circle **even** or **odd**.

1. 18



even

odd

2. 20



even

odd

Chapter 1 Extra Practice

Lesson 1.6 (pp. 25 – 28)

Skip count. Show the pattern on the hundred chart.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. Count by fours. Place an **X** on the numbers.

2. Count by fives. Place an **O** on the numbers.

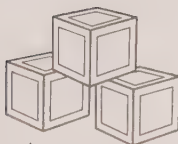
Lesson 1.7 (pp. 29 – 32)

Draw a diagram of the skip counting pattern.
Then solve.

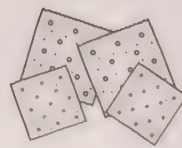
1. Michael has 4 rows of blocks.
Each row has 6 blocks. How
many blocks does he have
in all?

2. Megan has 5 stacks of crackers.
She has 7 crackers in each
stack. How many crackers
does Megan have?

_____ blocks



_____ crackers



Lesson 1.8 (pp. 33 – 36)

Complete the table to solve.

1. There are 6 basketballs in a row.

How many basketballs are in 6 rows?

number of rows	1	2	3	4	5	6
number of basketballs	6					

There are _____ basketballs in 6 rows.

2. There are 4 pennies in each pocket.

How many pennies are in 6 pockets?

number of pockets	1	2	3	4	5	6
number of pennies	4					

There are _____ pennies in 6 pockets.

Lesson 1.9 (pp. 37 – 40)

Make a prediction.

Continue the pattern to check.

1. Predict the 6th number. _____

7, 14, 21, _____, _____, _____

2. Predict the 5th number. _____

98, 94, 90, _____, _____

School-Home Letter

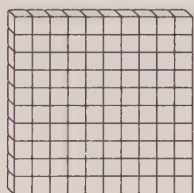
Dear Family,

My class started Chapter 2 today. I will learn about place value of 3-digit numbers. I will also learn about comparing and ordering numbers.

Love, _____

Vocabulary Power

hundred A group of 10 tens



is greater than 3 is greater than 2

> $3 > 2$

is less than 12 is less than 18

< $12 < 18$

Home Activity

Have your child look through magazines for 3-digit numbers and cut them out. Then work together to write a word problem, gluing into it two of the cutout numbers. Have your child solve the problem.

Charles collected 127
leaves. Ann collected 240
leaves. Who had the greater
number of leaves?

Literature

Reading math stories reinforces learning. Look for these books in the library.

A Place for Zero

by Angeline Sparagna LoPresti and Phyllis Hornung.
Charlesbridge Publishing, 2003.

More or Less

by Stuart J. Murphy.
HarperCollins, 2005.

Carta para la casa

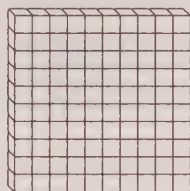
Querida familia:

Mi clase comenzó hoy el Capítulo 2. Aprenderé sobre el valor posicional de los números de 3 dígitos. También aprenderé a comparar y ordenar números.

Con cariño, _____

El poder del vocabulario

cien un grupo de 10 decenas



es mayor que $>$ 3 es mayor que 2
 $3 > 2$

es menor que $<$ 12 es menor que 18
 $12 < 18$

Actividad para la casa

Pida a su hijo que busque números de 3 dígitos en revistas y los recorte. Luego escriban un problema y péguenle, dos de los números recortados. Pida a su hijo que resuelva el problema.

Carlos juntó 127 hojas.

Ana juntó 240 hojas.

¿Quién tiene más hojas?

Literatura

Leer cuentos de matemáticas refuerza el aprendizaje. Busquen estos libros en la biblioteca.

A Place for Zero

por Angeline Sparagna LoPresti
y Phyllis Hornung.
Charlesbridge Publishing, 2003.

More or Less

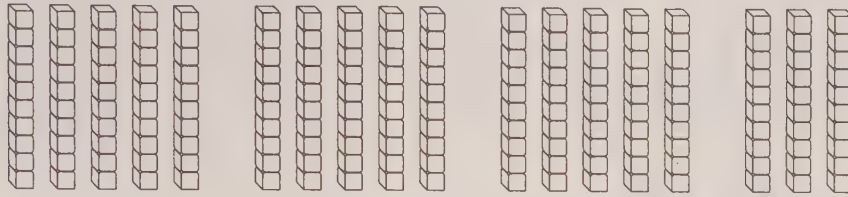
por Stuart J. Murphy.
HarperCollins, 2005.

Hundreds

MA.2.A.1.1 Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.

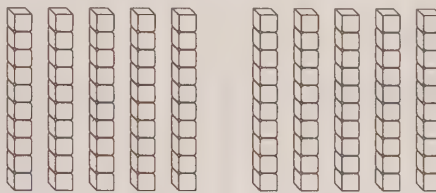
Count how many tens. Write the number.

1.



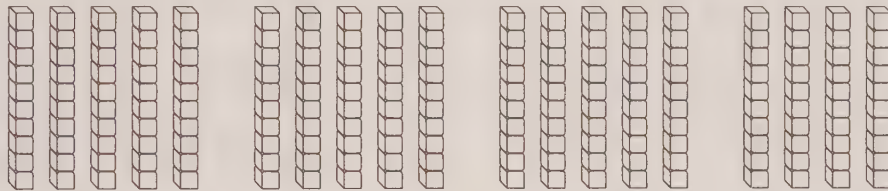
_____ tens = _____

2.



_____ tens = _____

3.



_____ tens = _____

PROBLEM SOLVING**REAL WORLD**

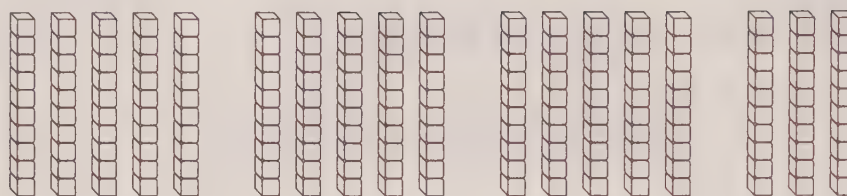
Solve. Write or draw to explain.

4. Millie has 11 trains of 10 cubes.
How many cubes does she have in all?

_____ cubes

Lesson Check (MA.2.A.1.1)

1. What number has 18 tens?



- (A) 9 (C) 108
 (B) 90 (D) 180

Review Grade 2 (MA.2.A.4.3)

2. Jacob is writing a number pattern.

6, 8, 10, 12,

What will the 7th number in the pattern be?

- (F) 18
 (G) 16
 (H) 14
 (I) 13

3. Lucas is writing a number pattern.

6, 9, 12,

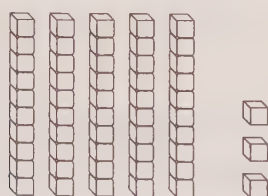
What will the 6th number in the pattern be?

- (A) 13
 (B) 18
 (C) 21
 (D) 24

← SPIRAL REVIEW

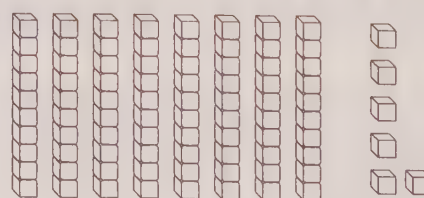
Look Back (MA.1.A.2.2) (MA.2.A.1.1)

4. What number is shown?



- (F) 35 (H) 55
 (G) 53 (I) 80

5. What number is shown?



- (A) 140 (C) 68
 (B) 86 (D) 14

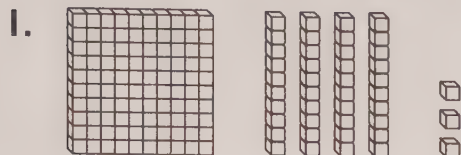
← SPIRAL REVIEW

Hundreds, Tens, and Ones

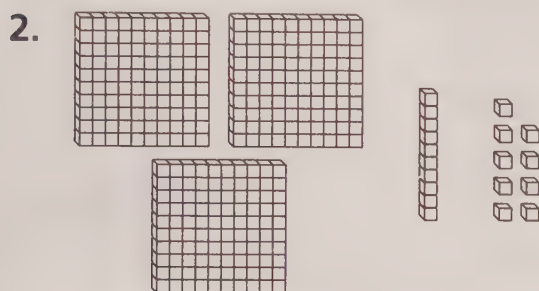


MA.2.A.1.1 Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.

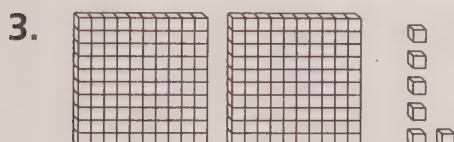
Write how many hundreds, tens, and ones. Write the number.



hundreds	tens	ones



hundreds	tens	ones



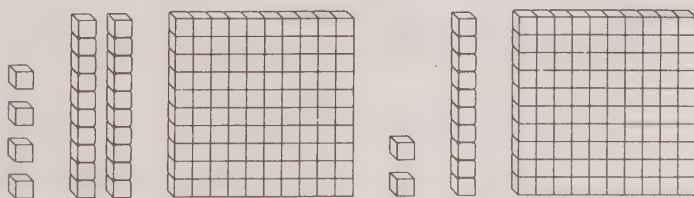
hundreds	tens	ones

PROBLEM SOLVING

REAL WORLD

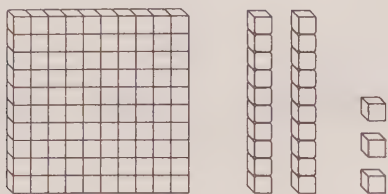
4. Write the number that answers the riddle.

I have 6 ones, 2 hundreds, and 3 tens. What number am I?



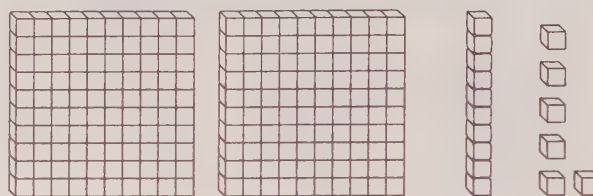
Lesson Check (MA.2.A.1.1)

1. What number does the model show?



- (A) 123
- (B) 213
- (C) 321
- (D) 600

2. What number does the model show?



- (F) 162
- (G) 216
- (H) 261
- (I) 612

Review Grade 2 (MA.2.A.1.1)

3. Which is a way to describe the number 43?

- (A) 4 tens 3 ones
- (B) 4 ones 3 tens
- (C) 3 tens 4 ones
- (D) 2 ones 4 tens

4. Which is a way to describe the number 92?

- (F) 2 tens 9 ones
- (G) 9 ones 2 tens
- (H) 9 tens 0 ones
- (I) 9 tens 2 ones

← SPIRAL REVIEW

Look Back (MA.1.A.2.2)

5. Which number is the same as 8 tens 2 ones?

- (A) 38
- (B) 82
- (C) 87
- (D) 89

6. Which number is the same as 3 tens 8 ones?

- (F) 38
- (G) 78
- (H) 82
- (I) 98

← SPIRAL REVIEW

Place Value: 3-Digit Numbers

MA.2.A.1.1 Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.

Draw quick pictures of the number.

Circle the value of the underlined digit.

1. 337

2. 462

300

30

3

6

60

600

3. 572

4. 241

5

50

500

400

40

4

PROBLEM SOLVING

REAL WORLD

5. Write the 3-digit number that matches the clues.

My number has as many hundreds as ones.

It has 5 tens. The sum of its digits is 13.

Lesson Check (MA.2.A.1.1)

1. What is the value of the underlined digit?

875

- (A) 7
- (B) 70
- (C) 700
- (D) 875

2. What is the value of the underlined digit?

298

- (F) 2
- (G) 20
- (H) 200
- (I) 222

Review Grade 2 (MA.2.A.1.2)

3. Which is another way to write 4 tens 2 ones?

- (A) 42
- (B) 402
- (C) $4 + 2$
- (D) forty

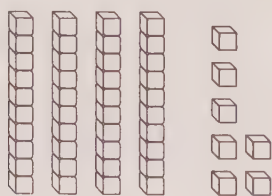
4. Which is another way to write $60 + 3$?

- (F) 603
- (G) 360
- (H) 90
- (I) 63

← SPIRAL REVIEW

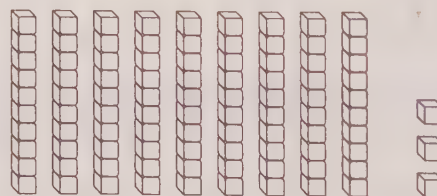
Look Back (MA.1.A.2.2)

5. What number is shown?



- (A) 74
- (B) 56
- (C) 47
- (D) 11

6. What number is shown?



- (F) 93
- (G) 39
- (H) 12
- (I) 6

← SPIRAL REVIEW

Different Forms of 3-Digit Numbers

MA.2.A.1.2 Identify and name numbers through thousands in terms of place value and apply this knowledge to expanded notation.

**Read the number and draw quick pictures.
Then write the number in different ways.**

1. one hundred twenty-four

_____ hundred _____ tens _____ ones
_____ + _____ + _____

2. two hundred fifty-one

_____ hundreds _____ tens _____ one
_____ + _____ + _____

3. three hundred twelve

_____ hundreds _____ ten _____ ones
_____ + _____ + _____

4. six hundred seven

_____ hundreds _____ tens _____ ones
_____ + _____ + _____

PROBLEM SOLVING**REAL WORLD**

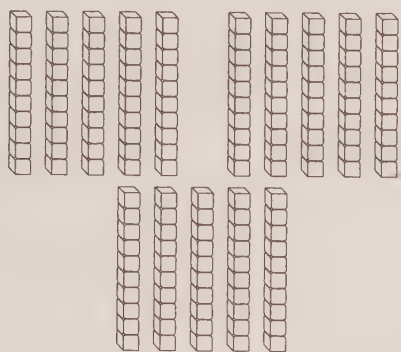
5. Bruce is counting coins in his coin collection.
He counts 184 coins. Write 184 another way.

Lesson Check (MA.2.A.1.2)

- 800 + 10 + 6 is another way to write what number?
 - (A) 14
 - (B) 618
 - (C) 816
 - (D) 861
- Two hundred one is another way to write what number?
 - (F) 21
 - (G) 102
 - (H) 201
 - (I) 210

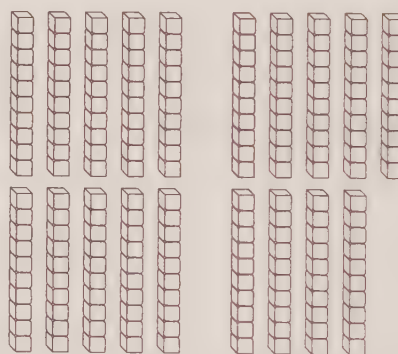
Review Grade 2 (MA.2.A.1.1)

- What number has 15 tens?



- (A) 150
- (B) 149
- (C) 60
- (D) 15

- What number has 19 tens?



- (F) 19
- (G) 20
- (H) 109
- (I) 190

← SPIRAL REVIEW

Look Back (MA.1.A.2.2)

- Which number can be written as 5 tens 4 ones?
 - (A) 90
 - (B) 54
 - (C) 45
 - (D) 9
- Which number can be written as 8 tens 7 ones?
 - (F) 150
 - (G) 87
 - (H) 78
 - (I) 15

← SPIRAL REVIEW

Use Manipulatives • Compare Numbers



Use manipulatives to solve.
Draw quick pictures of your models.

1. Lauryn has 128 marbles. Kristin has 118 marbles. Who has more marbles?

2. Nick collected 189 trading cards.
Kyle collected 198 trading cards.
Who collected more trading cards?

3. There are 88 keys on a piano and 68 keys on a keyboard. Are there more keys on a piano or a keyboard?

4. There are 253 cookies in a bag. There are 266 cookies in a box. Are there more cookies in a bag or in a box?

Lesson Check (MA.2.A.1.3)

1. Pat collected 352 baseball cards. Which number is less than 352?

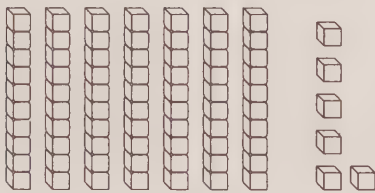
(A) 375 (C) 352
(B) 357 (D) 325

2. Mr. Stone has 128 tools in his workshop. Which number is greater than 128?

(F) 188 (H) 82
(G) 119 (I) 11

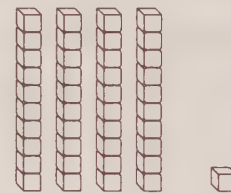
Review Grade 2 (MA.2.A.1.2)

3. Which is another way to write 76?



(A) 70 tens 6 ones
(B) 60 tens 7 ones
(C) 7 tens 6 ones
(D) 6 tens 7 ones

4. Which is another way to write 41?



(F) 1 ten 4 ones
(G) 4 tens 1 one
(H) 11 tens 4 ones
(I) 40 tens 1 one

← SPIRAL REVIEW

Look Back (MA.1.A.2.3)

5. Which number is greater than 37?

(A) 38 (C) 36
(B) 37 (D) 28

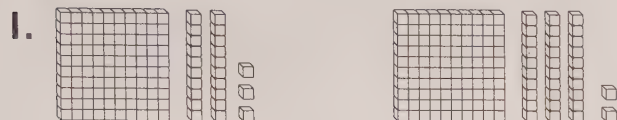
6. Which number is greater than 89?

(F) 78 (H) 89
(G) 88 (I) 90

← SPIRAL REVIEW

Algebra: Compare 3-Digit Numbers

MA.2.A.1.3 Compare and order multi-digit numbers through the thousands.

Compare. Write $>$, $<$, or $=$.

$$123 \bigcirc 132$$



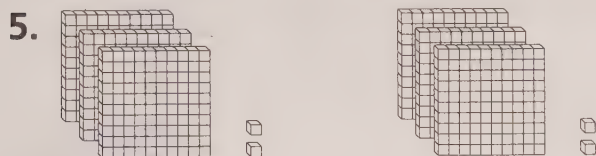
$$137 \bigcirc 137$$



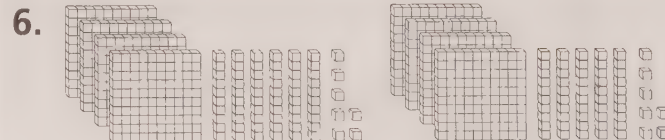
$$229 \bigcirc 230$$



$$264 \bigcirc 246$$



$$302 \bigcirc 302$$



$$467 \bigcirc 457$$

PROBLEM SOLVING

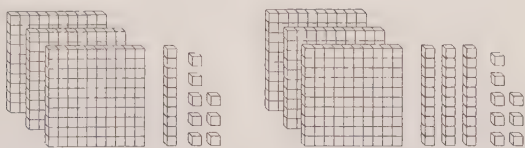
REAL WORLD

7. There are 165 pages in Karine's book.
There are 186 pages in Kristen's book.
Whose book has more pages?

_____ book

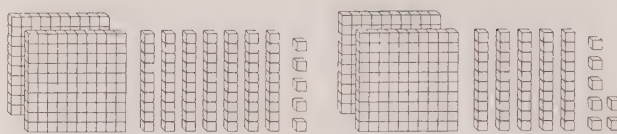
Lesson Check (MA.2.A.1.3)

1. Which is true?



- (A) $318 > 338$
- (B) $318 < 338$
- (C) $318 = 338$
- (D) $338 < 318$

2. Which is true?



- (F) $275 = 257$
- (G) $275 < 257$
- (H) $275 > 257$
- (I) $257 > 275$

Review Grade 2 (MA.2.A.1.1)

3. What number has 2 hundreds, 7 tens, and 9 ones?

- (A) 927
- (B) 792
- (C) 297
- (D) 279

4. What number has 3 hundreds, 6 tens, and 4 ones?

- (F) 364
- (G) 436
- (H) 463
- (I) 634



Look Back (MA.1.A.2.3)

5. What number is between 63 and 65?



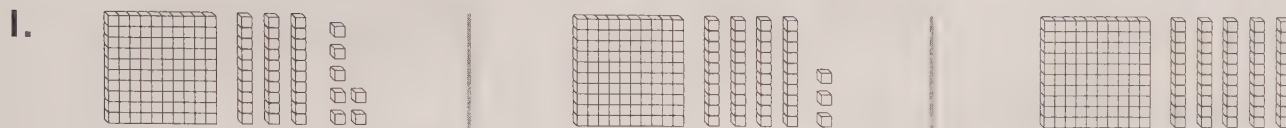
- (A) 62
- (B) 64
- (C) 66
- (D) 70



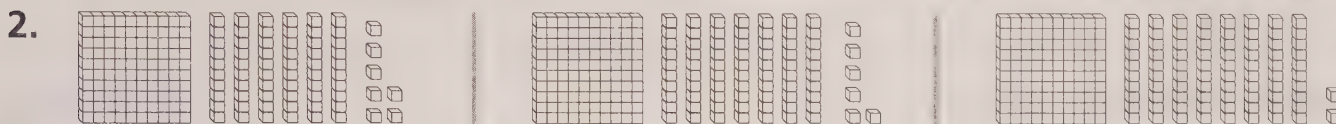
Algebra: Order 3-Digit Numbers

MA.2.A.1.3 Compare and order multi-digit numbers through the thousands.

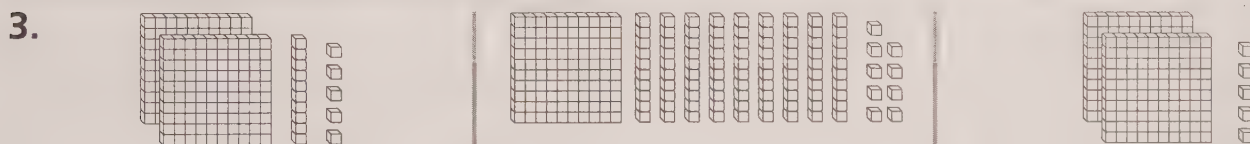
Compare the numbers. Write them in order from greatest to least. Write $>$ or $<$.



_____  _____  _____
greatest least



_____  _____  _____
greatest least



_____  _____  _____
greatest least

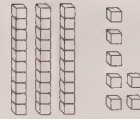
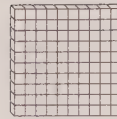
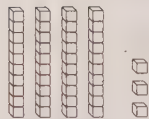
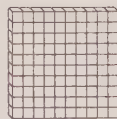
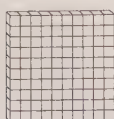
PROBLEM SOLVING**REAL WORLD**

4. There were 378 people at the movie theater on Friday. 486 people were at the movie theater on Saturday, and 339 people were there on Sunday. Write these numbers in order from least to greatest.

_____  _____  _____

Lesson Check (MA.2.A.1.3)

1. Which is true?



- (A) $143 > 173 > 124$
- (B) $142 < 143 < 137$
- (C) $124 > 137 > 143$
- (D) $124 < 137 < 143$

Review Grade 2 (MA.2.A.4.1)

2. Which number should be next in the pattern?

21, 24, 27, 30, _____

- (F) 33
- (G) 32
- (H) 31
- (I) 30

3. Which number should be next in the pattern?

12, 14, 16, 18, _____

- (A) 28
- (B) 22
- (C) 20
- (D) 19

← SPIRAL REVIEW

Look Back (MA.1.A.2.3)

4. Which numbers are in order from least to greatest?

- (F) 49, 44, 45
- (G) 45, 49, 44
- (H) 42, 49, 44
- (I) 42, 44, 49

5. Which numbers are in order from greatest to least?

- (A) 46, 17, 34
- (B) 79, 46, 34
- (C) 79, 17, 34
- (D) 79, 34, 46

← SPIRAL REVIEW

Number Patterns



MA.2.A.1.1 Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.

Compare the digits to find the next two numbers.

1. 232, 242, 252, 262, ,

The next two numbers are _____ and _____.

2. 185, 285, 385, 485, ,

The next two numbers are _____ and _____.

3. 428, 528, 628, 728, ,

The next two numbers are _____ and _____.

4. 644, 654, 664, 674, ,

The next two numbers are _____ and _____.

5. 333, 433, 533, 633, ,

The next two numbers are _____ and _____.

PROBLEM SOLVING

REAL WORLD

6. Shirley wrote the following pattern:

431, 441, 451, 461, ,

What are the next two numbers in Shirley's pattern?

_____ and _____

Lesson Check (MA.2.A.1.1)

1. What two numbers should be next in the pattern?

345, 355, 365, 375

(A) 475, 575

(B) 385, 395

(C) 376, 377

(D) 335, 325

2. What two numbers should be next in the pattern?

117, 217, 317, 417

(F) 418, 419

(G) 427, 437

(H) 500, 600

(I) 517, 617

Review Grade 2 (MA.2.A.4.1)



3. There are 3 bananas in each bunch.
How many bananas are in 6 bunches?

number of bunches	1	2	3	4	5	6
number of bananas	3	6	9			

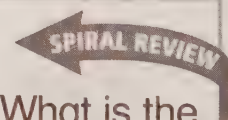
(A) 10

(B) 12

(C) 18

(D) 27

Look Back (MA.1.A.4.1)



4. Skip count by fours. What is the next number in the pattern?

20, 24, 28, 32, _____

(F) 30

(G) 34

(H) 36

(I) 38

5. Skip count by threes. What is the next number in the pattern?

36, 39, 42, 45, _____

(A) 48

(B) 55

(C) 63

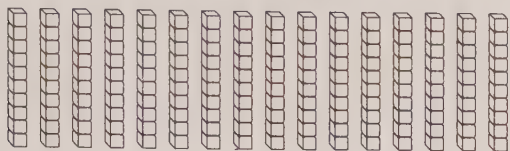
(D) 65

Chapter 2 Extra Practice

Lesson 2.1 (pp. 49 – 52)

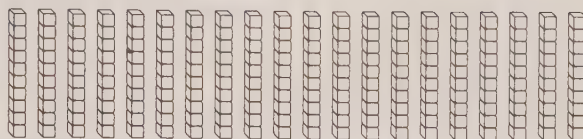
Count how many tens. Write the number.

1. Write the number.



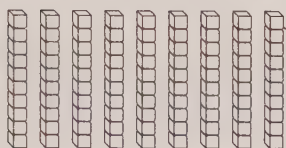
_____ tens = _____

2. Write the number.



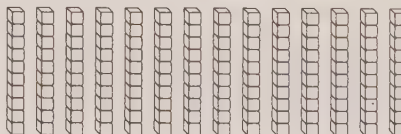
_____ tens = _____

3. Write the number.



_____ tens = _____

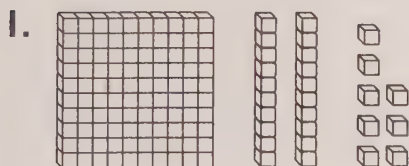
4. Write the number.



_____ tens = _____

Lesson 2.2 (pp. 53 – 56)

Write how many hundreds, tens, and ones. Write the number.



Hundreds	Tens	ones

Draw quick pictures. Write the number below.

2.

Hundreds	Tens	ones
3	2	6

Lesson 2.4 (pp. 61 – 63)

Read the number and draw quick pictures. Then write the number in different ways.

1. two hundred sixty-nine

_____ hundreds _____ tens _____ ones

_____ + _____ + _____

2. three hundred seventeen

_____ hundreds _____ ten _____ ones

_____ + _____ + _____

3. five hundred eight

_____ hundreds _____ tens _____ ones

_____ + _____ + _____

Lesson 2.5 (pp. 65 – 68)

Use manipulatives to solve. Draw quick pictures of your models.

Linda had 233 stickers in a book.
Judy has 332 stickers. Who has fewer stickers?

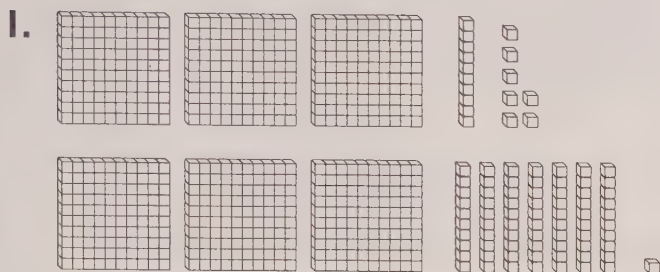
_____ has fewer stickers.

Chapter 2 Extra Practice

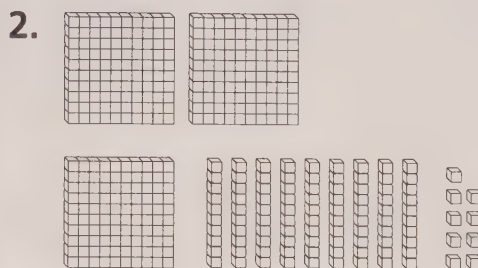
Lesson 2.6

(pp. 69 – 72)

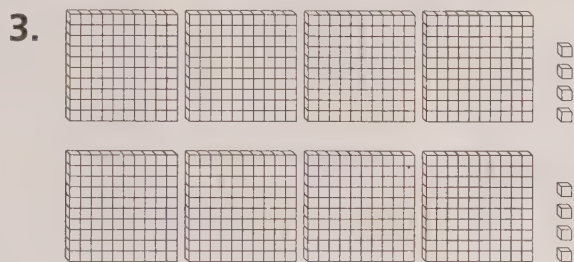
Compare. Write $>$, $<$, or $=$.



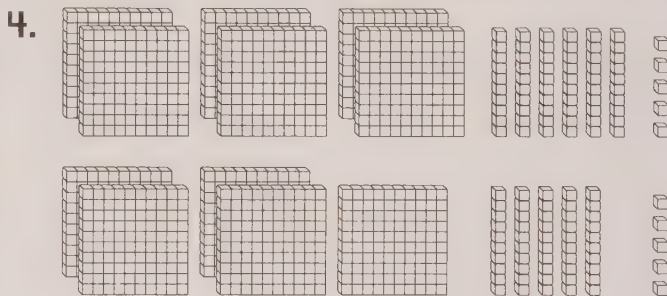
$$317 \bigcirc 371$$



$$200 \bigcirc 199$$



$$404 \bigcirc 404$$



$$665 \bigcirc 555$$

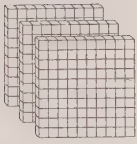
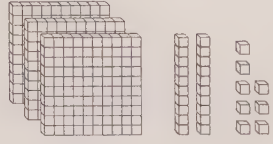
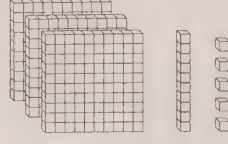
Solve. Write or draw to explain.

5. Dan saw 128 geese on Saturday and 127 geese on Sunday. Which day did he see more geese?

6. Linda filed 233 papers on Monday. On Tuesday she filed 333. Which day did she file more papers?

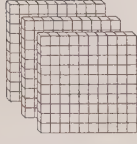
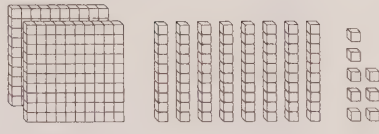
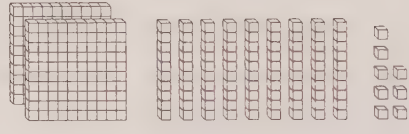
Lesson 2.7 (pp. 73 – 76)

Compare the numbers. Write them in order from greatest to least or from least to greatest. Write $>$ or $<$.

1.   

_____  _____  _____

greatest least

2.   

_____  _____  _____

least greatest

Lesson 2.8 (pp. 77 – 80)

Compare the digits to find the next two numbers.

1. 577, 587, 597, 607, ,

The next two numbers are _____ and _____.

2. 994, 894, 794, 694, ,

The next two numbers are _____ and _____.

School-Home Letter

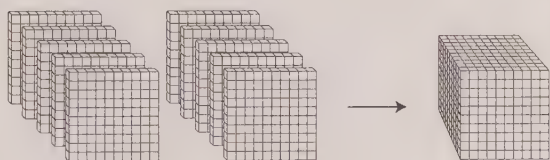
Dear Family,

We started Chapter 3 this week. We will be studying 4-digit numbers. We will learn how to write the numbers in different ways and how to compare and order 4-digit numbers.

Love, _____

Vocabulary Power

thousand A group of 10 hundreds



Home Activity

Play this game with your child. Prepare a set of number cards, 0-9, for each player and turn them facedown. Each player selects four cards from his or her stack and moves the cards around to make the greatest possible 4-digit number. The player who can form the greatest 4-digit number is the winner of that round of play.

Literature

Reading math stories reinforces ideas. Look for these books at the library.

More or Less
by Stuart J. Murphy.
HarperCollins, 2005.

100 Days of School
by Trudy Harris.
Millbrook Press, 1999

Carta para la casa

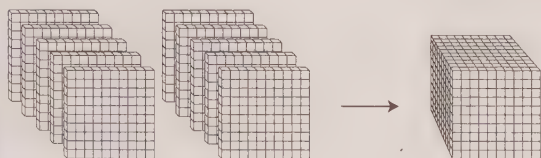
Querida familia:

Mi clase comenzó hoy el Capítulo 3. En este capítulo, estudiaremos los números de 4 dígitos. Aprenderemos a escribir los números de diferentes formas y cómo comparar y ordenar números de 4 dígitos.

Con cariño, _____

El poder del vocabulario

mil Un grupo de 10 centenas



Actividad para la casa

Practique este juego con su hijo. Organice pilas de tarjetas con números del 0 al 9, una para cada jugador, y colóquelas boca abajo. Cada jugador debe elegir cuatro tarjetas de su pila y combinarlas para formar el mayor número de 4 dígitos posible. El jugador que pueda formar el número de 4 dígitos mayor será el ganador de esa ronda.

Literatura

Leer cuentos de matemáticas refuerza los conceptos.

Busquen estos libros en la biblioteca.

More or Less

por Stuart J. Murphy.
HarperCollins, 2005.

100 Days of School

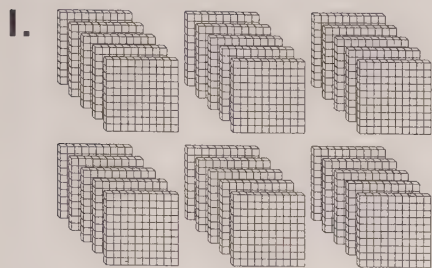
por Trudy Harris.
Millbrook Press, 1999

Thousands

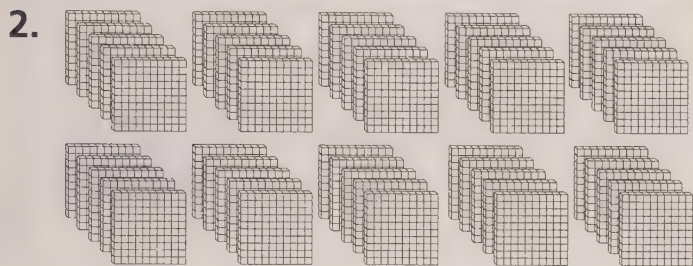


MA.2.A.1.1 Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.

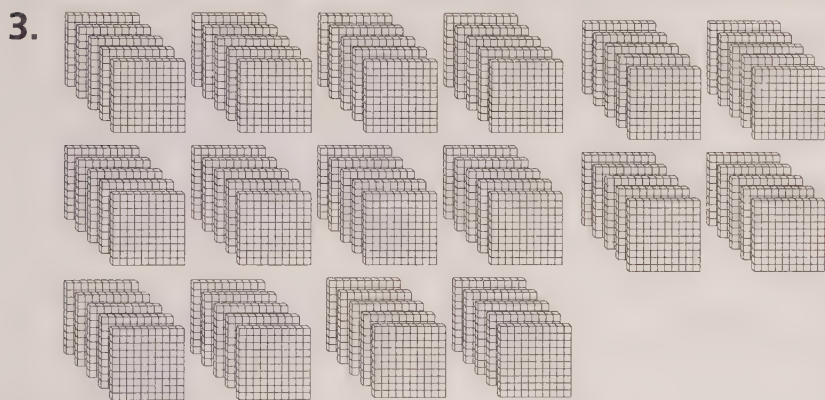
Count. Write how many hundreds.
Then write the number.



_____ hundreds = _____



_____ hundreds = _____



_____ hundreds = _____

PROBLEM SOLVING

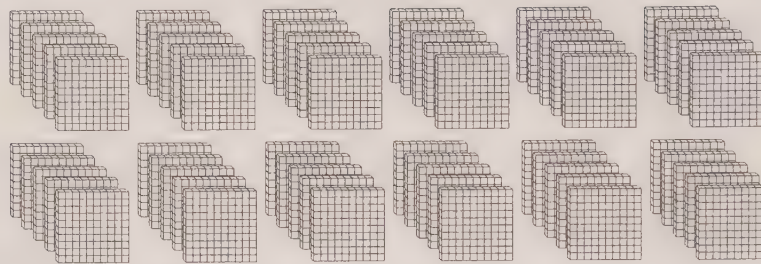
REAL WORLD

4. Mr. Peters bought 40 books.
Each book has 100 pages.
How many pages are there in all?

_____ pages

Lesson Check (MA.2.A.1.1)

1. Count how many hundreds.
What number is shown?

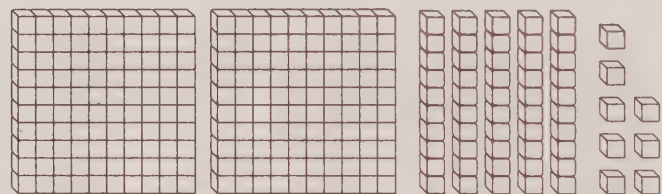


- (A) 60 (C) 6,000
(B) 600 (D) 6,600

Review Grade 2 (MA.2.A.1.2)

2. How many hundreds, tens, and ones are shown?

- (F) 2 hundreds 0 tens 8 ones
(G) 2 hundreds 5 tens 8 ones
(H) 2 hundreds 50 tens 8 ones
(I) 2 hundreds 58 tens 0 ones



← SPIRAL REVIEW

Look Back (MA.1.A.4.1)

3. What number comes next in this pattern?

30, 40, 50, ____

- (A) 60 (C) 46
(B) 51 (D) 20

4. What number comes next in this pattern?

62, 72, 82, ____

- (F) 52 (H) 89
(G) 83 (I) 92

← SPIRAL REVIEW

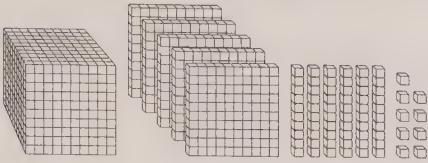
Place Value: 4-Digit Numbers



MA.2.A.1.1 Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.

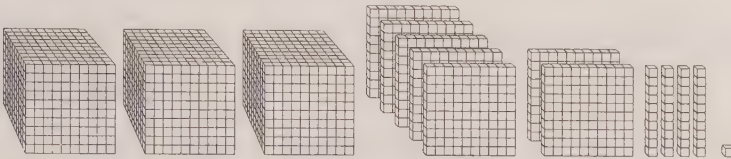
Write how many thousands, hundreds, tens, and ones. Then write the number.

1.



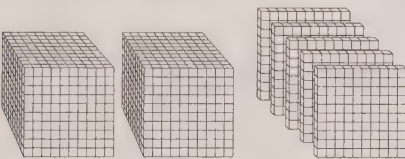
Thousands	Hundreds	Tens	Ones

2.



Thousands	Hundreds	Tens	Ones

3.



Thousands	Hundreds	Tens	Ones

PROBLEM SOLVING

REAL WORLD

Write the number that matches the clues.

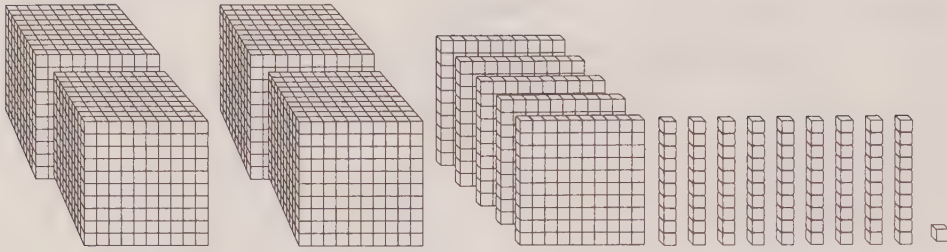
4. My number has the same number of tens as ones.

It has 6 thousands and no hundreds.

The sum of its digits is 14.

Lesson Check (MA.2.A.1.1)

1. What number is shown?



- (A) 9,154 (C) 4,591
 (B) 4,915 (D) 4,519

Review Grade 2 (MA.2.A.1.1)

2. I have 3 ones, 7 tens, and 2 hundreds. What number am I?

- (F) $300 + 70 + 2$
 (G) three hundred seventy
 (H) 273
 (I) 2 hundreds 7 tens

3. I have 4 tens, 8 ones, and 5 hundreds. What number am I?

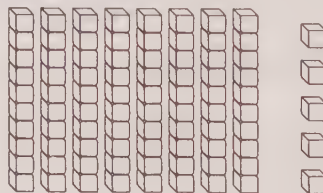
- (A) four eight five
 (B) 485
 (C) five hundred forty
 (D) $500 + 40 + 8$

← SPIRAL REVIEW

Look Back (MA.1.A.2.2)

4. Which number is shown?

- (F) 50
 (G) 58
 (H) 80
 (I) 85



← SPIRAL REVIEW

Different Forms of 4-Digit Numbers

MA.2.A.1.2 Identify and name numbers through thousands in terms of place value and apply this knowledge to expanded notation.

Write the number in different ways.

1. nine thousand, four hundred fifty-eight

9 thousands 4 hundreds 5 tens 8 ones

_____ + _____ + _____ + _____

2. one thousand, seven hundred thirty-six

1 thousand 7 hundreds 3 tens 6 ones

_____ + _____ + _____ + _____

3. four thousand, six hundred forty-seven

4 thousands 6 hundreds 4 tens 7 ones

_____ + _____ + _____ + _____

PROBLEM SOLVING
REAL WORLD

4. Write the number.

$$700 + 40 + 9,000 + 8$$

Lesson Check (MA.2.A.1.2)

- Which number is the same as seven thousand, one hundred forty-five?
 - (A) 5,417
 - (B) 7,145
 - (C) 7,415
 - (D) 7,514
- Which number is the same as five thousand, fifty-five?
 - (F) 5,000
 - (G) 5,005
 - (H) 5,055
 - (I) 5,505

Review Grade 2 (MA.2.A.1.2)

← SPIRAL REVIEW

- Which is another way to write 279?
 - (A) two seven sixty-nine
 - (B) $200 + 70 + 9$
 - (C) $200 + 70 + 60 + 9$
 - (D) 2 hundreds 79 tens
- Which is another way to write 452?
 - (F) $40 + 50 + 20$
 - (G) four hundred fifty
 - (H) 4 hundreds 5 tens 2 ones
 - (I) 4,520

Look Back (MA.1.A.2.2)

← SPIRAL REVIEW

- How many tens are in 56?
 - (A) 5
 - (B) 6
 - (C) 50
 - (D) 56
- How many tens are in 78?
 - (F) 78
 - (G) 70
 - (H) 8
 - (I) 7

Name _____

PROBLEM SOLVING

Lesson 3.4

Draw a Diagram • Compare Numbers



MA.2.A.1.3 Compare and order multi-digit numbers through the thousands.

Draw a diagram to solve.

1. There are 1,218 golf balls and 1,679 baseballs at the store. Are there more golf balls or baseballs?

more _____

2. There are 2,006 women's shoes and 2,306 men's shoes at the store. Are there more women's shoes or men's shoes?

more _____

3. The softball rule book has 1,706 pages. The baseball rule book has 1,909 pages. Which rule book has fewer pages?

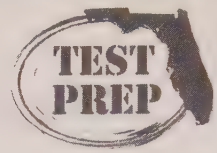
the _____ rule book

PROBLEM SOLVING

REAL WORLD

4. A case of tennis balls holds 1,296 balls. A case of golf balls holds 2,456 balls. Are there more golf balls or tennis balls in a case?

more _____ balls



Lesson Check (MA.2.A.1.3)

1. There are 1,349 pages in a book. Which of the following is greater than 1,349?
 - (A) 1,129
 - (B) 1,049
 - (C) 1,349
 - (D) 2,478
2. Sam has 1,683 crayons. Which of the following is less than 1,683?
 - (F) 1,368
 - (G) 1,683
 - (H) 1,863
 - (I) 2,683

Review Grade 2 (MA.2.A.1.3)

3. There are 318 boys at school. Which of the following is less than 318?
 - (A) 418
 - (B) 278
 - (C) 318
 - (D) 596
4. 249 children play soccer at school. Which of the following is greater than 249?
 - (F) 149
 - (G) 239
 - (H) 354
 - (I) 249

Look Back (MA.1.A.2.1)

5. Which number is greater than 97?
 - (A) 79
 - (B) 87
 - (C) 97
 - (D) 99
6. Which is true?
 - (F) $66 < 77$
 - (G) $67 > 76$
 - (H) $66 > 77$
 - (I) $69 < 67$

Algebra: Compare 4-Digit Numbers

MA.2.A.1.3 Compare and order multi-digit numbers through the thousands.

Compare. Then write $>$, $<$, or $=$.

1. 1,478 2,478

2. 2,000 3,000

3. 5,221 4,221

4. 9,875 9,785

5. 7,432 7,432

6. 2,889 3,002

7. 6,238 6,338

8. 387 3,656

9. 5,668 5,668

10. 7,577 5,575

11. 826 1,454

12. 2,657 2,478

13. 1,234 5,678

14. 9,899 9,999

PROBLEM SOLVING**REAL WORLD**

15. Mr. Shipe has 1,492 coins.

Mrs. Shipe has 1,924 coins.

Write a sentence to compare these numbers.

_____ _____

Lesson Check (MA.2.A.1.3)

1. Which is true?

- (A) $3,000 > 3,000$
- (B) $3,000 > 3,003$
- (C) $3,000 < 3,033$
- (D) $3,000 > 3,030$

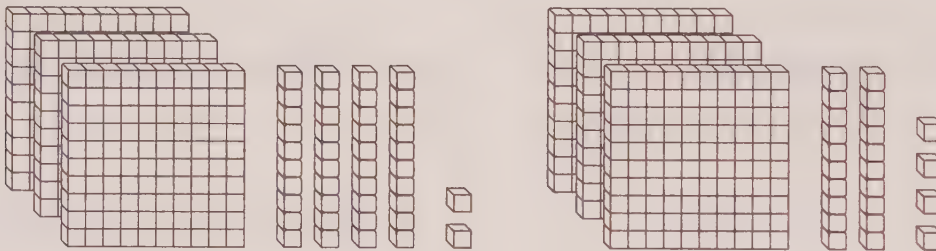
2. Which is true?

- (F) $7,269 < 1,106$
- (G) $3,749 < 2,794$
- (H) $4,698 > 4,689$
- (I) $8,315 = 8,351$

Review Grade 2 (MA.2.A.1.3)

← SPIRAL REVIEW

3. Which statement matches the picture?



- (A) $342 > 324$
- (B) $324 > 342$
- (C) $344 > 342$
- (D) $342 = 324$

Look Back (MA.1.A.2.3)

← SPIRAL REVIEW

4. Which number is missing?



- (F) 68
- (G) 66
- (H) 63
- (I) 61

5. Which number is missing?



- (A) 98
- (B) 97
- (C) 90
- (D) 88

MA.2.A.1.3 Compare and order multi-digit numbers through the thousands.



1.

5,531

_____ < _____ < _____
least greatest

2.

2,639

 < <

least greatest

3.

7,299

 < <

least greatest

REAL WORLD

_____ ○ _____ ○ _____

Lesson Check (MA.2.A.1.3)

1. Which is true?

- (A) $7,331 < 7,431 < 7,451$
- (B) $7,170 < 7,230 < 7,220$
- (C) $7,316 > 7,334 > 8,128$
- (D) $4,509 > 4,499 > 4,504$

2. Which is true?

- (F) $3,600 < 3,585 < 2,641$
- (G) $4,274 < 4,472 < 4,724$
- (H) $1,006 > 1,106 > 1,206$
- (I) $5,889 < 5,991 < 5,990$

Review Grade 2 (MA.2.A.1.3)

← SPIRAL REVIEW

3. A bag of pretzels contains 240 pretzels. Which of the following is less than 240?

- (A) 420
- (B) 248
- (C) 298
- (D) 188

4. John picked 142 apples. Which of the following is greater than 142?

- (F) 124
- (G) 142
- (H) 158
- (I) 132

Look Back (MA.1.A.2.2)

← SPIRAL REVIEW

5. How many tens are in the number 70?

- (A) 0
- (B) 7
- (C) 10
- (D) 70

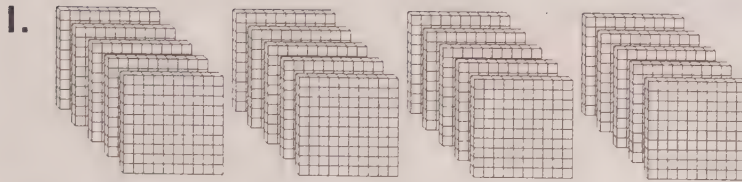
6. How many tens are in the number 12?

- (F) 1
- (G) 2
- (H) 10
- (I) 20

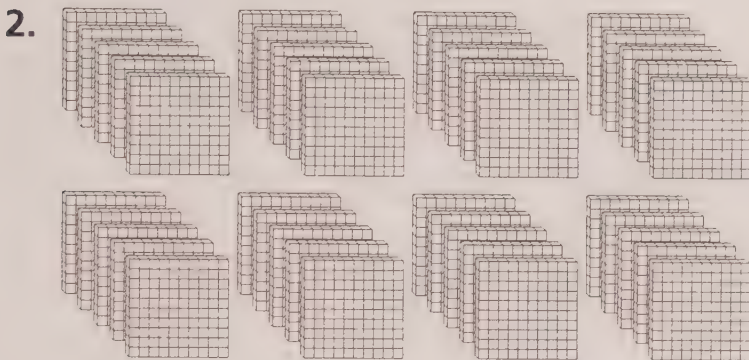
Chapter 3 Extra Practice

Lesson 3.1 (pp. 89 – 92)

Count. Write how many hundreds. Then write the number.



_____ hundreds = _____



_____ hundreds = _____

Lesson 3.2 (pp. 93 – 96)

Write the number.

1.

Thousands	Hundreds	Tens	Ones
6	8	3	4

Write the number that matches the clues.

2. My number has the same number of thousands as ones. It has 5 hundreds, 8 tens, and 6 ones. What is my number?

My number is _____.

Lesson 3.3 (pp. 97 – 99)

Write the number in different ways.

1. three thousand, four hundred seventy-eight

_____ thousands _____ hundreds _____ tens _____ ones

_____ + _____ + _____ + _____

-
2. one thousand, three hundred twenty-two

_____ thousand _____ hundreds _____ tens _____ ones

_____ + _____ + _____ + _____

Lesson 3.4 (pp. 101 – 104)

Draw a diagram to solve.

1. There are 2,467 apples and 1,679 pears
at the market. Are there more pears or apples?

more _____

-
2. 5,028 people live in Denville. 5,208 live in Clive.
Do more people live in Denville or in Clive?

more people live in _____

Chapter 3 Extra Practice

Lesson 3.5 (pp. 105 – 108)

Compare. Then write $>$, $<$, or $=$.

1. 1,478 2,478

2. 8,000 6,000

3. 2,585 2,585

4. 3,522 1,682

Use the information in the table to solve.

Pens in the Factory	
Color	Number
red	5,694
blue	5,689
black	5,899

1. Are there more red pens or blue pens?

_____ _____

There are more _____ pens.

2. Are there more black pens or blue pens?

_____ _____

There are more _____ pens.

3. Are there fewer red pens or black pens?

_____ _____

There are fewer _____ pens.

Lesson 3.6 (pp. 109 – 112)

Compare the digits. Write the numbers in order.

1.

2,608
1,709
2,639

_____ < _____ < _____
least greatest

2.

4,753
4,743
4,633

_____ < _____ < _____
least greatest

Solve. Write or draw to explain.

3. There are 1,257 children in the elementary school.

There are 2,214 children in the high school.

Which school has more children?

There are more children in the _____.

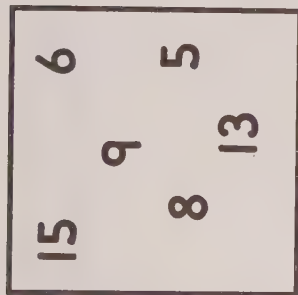
4. A factory made 3,018 pencils in January.

It made 2,318 pencils in February.

In which month did it make more pencils?

The factory made more pencils in _____.

Choose numbers from the box to complete each story. Use each number only once.



_____ monkeys in a troop.

_____ more come to play.



Now _____ monkeys are in the troop.

_____ leopards in a leap.

_____ join them.

Now _____ leopards are in the leap.



A Bunch of Animals



A Math Storybook

by _____

fold here

Have you ever seen a bunch of ducks or geese? Each bunch of animals has a special name.

Do you know any of these?

A gaggle of geese

A brace of ducks

A troop of monkeys

A leap of leopards

A gang of elks

A band of gorillas

A pride of lions



fold here

Read each story. Write the name of the animals. Then answer the question.

5 _____ in the pride.

9 more join the group.

How many in the pride now?



8 _____ in a gaggle.

7 more come along.

How many in the gaggle now?



School-Home Letter

Dear Family,

My class started Chapter 4 today. In this chapter, we will use different ways to practice our basic addition and subtraction facts.

Love, _____

Vocabulary Power

sum $4 + 5 = 9$ The sum is 9.

addend A number you add.

$$5 + 6 = 11$$

↑ ↑
addends

difference $12 - 4 = 8$

The difference is 8.

Home Activity

Write 5 addition problems (with sums through 10) on individual slips of paper. Write their sums on separate slips. Have your child choose a sum and then match it to the correct addition problem. Repeat until all the problems have been matched correctly with sums.

Literature

Reading math stories reinforces ideas. Look for these books at the library.

Cats Add Up

by Marilyn Burns and Dianne Ochiltree.
Cartwheel Books, 1998.

Each Orange Had 8 Slices

by Paul Giganti.
HarperTrophy, 1999.

Carta para la casa

Querida familia:

Mi clase comenzó hoy el Capítulo 4. En este capítulo, usaremos diferentes modos de practicar nuestras operaciones básicas de suma y resta.

Con cariño, _____

El poder del vocabulario

suma $4 + 5 = 9$ La suma da 9.

sumando Un número que sumas.

$$5 + 6 = 11$$



sumandos

diferencia $12 - 4 = 8$ La diferencia es 8.

Actividad para la casa

Escriba 5 problemas de suma (con sumas hasta 10) en diferentes pedazos de papel. Escriba los totales en papeles diferentes. Pida a su hijo que elija un total y lo empareje con el problema de suma que le corresponda. Repita los pasos hasta que todos los problemas concuerden con los totales.

Literatura

Leer cuentos de matemáticas refuerza los conceptos. Busquen estos libros en la biblioteca.

Cats Add Up

por Marilyn Burns y Dianne Ochiltree.
Cartwheel Books, 1998.

Each Orange Had 8 Slices

por Paul Giganti.
HarperTrophy, 1999.

Recall Addition Facts

MA.2.A.2.1 Recall basic addition and related subtraction facts.



Write the sums.

1. $9 + 1 = \underline{\quad}$

$1 + 9 = \underline{\quad}$

2. $7 + 6 = \underline{\quad}$

$6 + 7 = \underline{\quad}$

3. $8 + 0 = \underline{\quad}$

$5 + 0 = \underline{\quad}$

4. $\underline{\quad} = 7 + 9$

$\underline{\quad} = 9 + 7$

5. $4 + 4 = \underline{\quad}$

$4 + 5 = \underline{\quad}$

6. $9 + 9 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

7. $8 + 8 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

8. $7 + 0 = \underline{\quad}$

$3 + 0 = \underline{\quad}$

9. $\underline{\quad} = 6 + 3$

$\underline{\quad} = 3 + 6$

10. $6 + 6 = \underline{\quad}$

$6 + 7 = \underline{\quad}$

11. $\underline{\quad} = 9 + 5$

$\underline{\quad} = 5 + 9$

12. $5 + 5 = \underline{\quad}$

$5 + 6 = \underline{\quad}$

13. $8 + 5 = \underline{\quad}$

$5 + 8 = \underline{\quad}$

14. $8 + 2 = \underline{\quad}$

$2 + 8 = \underline{\quad}$

15. $7 + 4 = \underline{\quad}$

$4 + 7 = \underline{\quad}$

PROBLEM SOLVING**REAL WORLD**

16. Jason has 7 puzzles. Quincy has the same number of puzzles as Jason. How many puzzles do they have altogether?

_____ puzzles

Lesson Check (MA.2.A.2.1)

1. What is the sum?

$$8 + 7 = \underline{\quad}$$

- (A) 16 (C) 12
 (B) 15 (D) 11

2. What is the sum?

$$6 + 9 = \underline{\quad}$$

- (F) 17 (H) 15
 (G) 16 (I) 12

Review Grade 2 (MA.2.A.1.2)

← SPIRAL REVIEW

3. Which number has 2 thousands, 4 hundreds, 0 tens, and 3 ones?

- (A) 2,034 (C) 2,403
 (B) 2,304 (D) 2,430

4. Which number has 3 thousands, 5 hundreds, 4 tens, and 5 ones?

- (F) 5,345 (H) 3,554
 (G) 4,535 (I) 3,545

Look Back (MA.1.A.1.1)

← SPIRAL REVIEW

5. There are 5 small flowers and 3 big flowers. How many flowers are there in all?



- (A) 2 (C) 7
 (B) 4 (D) 8

6. There were 3 apples in a pile. Then Keisha put 2 more apples in the pile. How many apples are there in all?



- (F) 1 (H) 6
 (G) 5 (I) 8

Make-a-Ten Facts**MA.2.A.2.1** Recall basic addition and related subtraction facts.

Write the sum. Show the make-a-ten fact you used.

1. $9 + 7 = \underline{\quad}$



$10 + \underline{\quad} = \underline{\quad}$

2. $8 + 5 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

3. $8 + 6 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

4. $3 + 9 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

5. $8 + 7 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

6. $6 + 5 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

7. $7 + 6 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

8. $5 + 9 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

PROBLEM SOLVING**REAL WORLD**

9. There are 9 children on the bus. Then 8 more children get on the bus. How many children are on the bus now?

_____ children

Lesson Check (MA.2.A.2.1)

1. Which of the following has the same sum as $8 + 7$?

- (A) $10 + 3$
- (B) $10 + 4$
- (C) $10 + 5$
- (D) $10 + 6$

2. Which of the following has the same sum as $7 + 5$?

- (F) $10 + 1$
- (G) $10 + 2$
- (H) $10 + 3$
- (I) $10 + 4$

Review Grade 2 (MA.2.A.1.2)

← SPIRAL REVIEW

3. Which number can be written as $2,000 + 400 + 10 + 7$?

- (A) 2,147
- (B) 2,417
- (C) 2,714
- (D) 2,741

4. Which number can be written as $4,000 + 800 + 9$?

- (F) 4,089
- (G) 4,098
- (H) 4,809
- (I) 4,890

Look Back (MA.1.A.1.3)

← SPIRAL REVIEW

5. What is the missing sum?

$$3 + 2 = 5$$

$$2 + 3 = \underline{\quad}$$

- (A) 2
- (B) 3
- (C) 4
- (D) 5

6. What is the missing sum?

$$1 + 6 = 7$$

$$6 + 1 = \underline{\quad}$$

- (F) 5
- (G) 7
- (H) 8
- (I) 9

Relate Addition and Subtraction



MA.2.A.2.1 Recall basic addition and related subtraction facts.

Write the sum. Write the difference.

1. $9 + 6 = \underline{\quad}$

$15 - 6 = \underline{\quad}$

2. $8 + 5 = \underline{\quad}$

$13 - 5 = \underline{\quad}$

3. $9 + 9 = \underline{\quad}$

$18 - 9 = \underline{\quad}$

4. $4 + 5 = \underline{\quad}$

$9 - 5 = \underline{\quad}$

5. $7 + 5 = \underline{\quad}$

$12 - 5 = \underline{\quad}$

6. $6 + 8 = \underline{\quad}$

$14 - 8 = \underline{\quad}$

7. $9 + 3 = \underline{\quad}$

$12 - 3 = \underline{\quad}$

8. $8 + 8 = \underline{\quad}$

$16 - 8 = \underline{\quad}$

9. $6 + 4 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

10. $7 + 9 = \underline{\quad}$

$16 - 9 = \underline{\quad}$

11. $9 + 4 = \underline{\quad}$

$13 - 4 = \underline{\quad}$

12. $8 + 7 = \underline{\quad}$

$15 - 7 = \underline{\quad}$

PROBLEM SOLVING

REAL WORLD

13. There are 13 children on the bus. Then 5 children get off of the bus. How many children are on the bus now?

_____ children

Lesson Check (MA.2.A.2.1)

1. What is the missing difference?

$$8 + 6 = 14$$

$$14 - 6 = \underline{\quad}$$

(A) 6

(C) 9

(B) 8

(D) 14

2. What is the missing difference?

$$5 + 7 = 12$$

$$12 - 7 = \underline{\quad}$$

(F) 19

(H) 7

(G) 15

(I) 5

Review Grade 2 (MA.2.A.1.3)

3. Which is true?

(A) $1,264 < 975$

(B) $5,688 > 5,644$

(C) $1,234 = 1,233$

(D) $7,825 > 8,725$

4. Which is true?

(F) $1,481 < 2,481$

(G) $2,481 > 2,488$

(H) $985 > 8,262$

(I) $9,814 > 9,814$

← SPIRAL REVIEW

Look Back (MA.1.A.1.3)

5. Which has the same sum as

$$2 + 4 + 3?$$

(A) $2 + 6$

(B) $4 + 4$

(C) $5 + 5$

(D) $6 + 3$

6. Which has the same sum as

$$5 + 1 + 2?$$

(F) $6 + 3$

(G) $5 + 6$

(H) $5 + 3$

(I) $6 + 7$

← SPIRAL REVIEW

Recall Subtraction Facts



MA.2.A.2.1 Recall basic addition and related subtraction facts.

Write the difference.

1. $15 - 9 = \underline{\quad}$

2. $13 - 8 = \underline{\quad}$

3. $13 - 5 = \underline{\quad}$

4. $14 - 7 = \underline{\quad}$

5. $10 - 8 = \underline{\quad}$

6. $12 - 7 = \underline{\quad}$

7. $10 - 7 = \underline{\quad}$

8. $16 - 7 = \underline{\quad}$

9. $11 - 3 = \underline{\quad}$

10. $11 - 5 = \underline{\quad}$

11. $13 - 6 = \underline{\quad}$

12. $12 - 9 = \underline{\quad}$

13. $16 - 9 = \underline{\quad}$

14. $11 - 9 = \underline{\quad}$

15. $12 - 8 = \underline{\quad}$

16. $14 - 8 = \underline{\quad}$

17. $17 - 8 = \underline{\quad}$

18. $12 - 5 = \underline{\quad}$

19. $15 - 7 = \underline{\quad}$

20. $14 - 9 = \underline{\quad}$

21. $17 - 9 = \underline{\quad}$

PROBLEM SOLVING

REAL WORLD

22. Mr. Li has a box of 16 pencils. He gives 9 pencils to some students. How many pencils does Mr. Li have now?

_____ pencils

Lesson Check (MA.2.A.2.1)

1. What is the difference?

$$13 - 6 = \underline{\quad}$$

- (A) 6 (C) 8
 (B) 7 (D) 9

2. What is the difference?

$$16 - 7 = \underline{\quad}$$

- (F) 6 (H) 8
 (G) 7 (I) 9

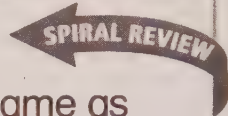
Review Grade 2 (MA.2.A.1.1)

3. Which number is the same as 40 hundreds?

- (A) 40 (C) 4,000
 (B) 400 (D) 4,100

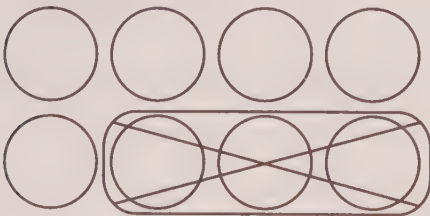
4. Which number is the same as 30 hundreds?

- (F) 30 (H) 3,000
 (G) 300 (I) 3,100



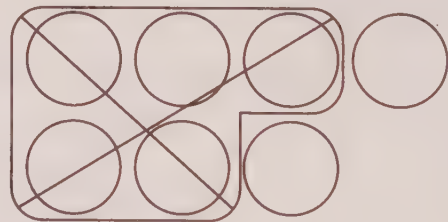
Look Back (MA.1.A.1.1)

5. Which number sentence matches the picture?



- (A) $8 - 3 = 5$
 (B) $5 - 3 = 2$
 (C) $9 - 4 = 5$
 (D) $7 - 5 = 2$

6. Which number sentence matches the picture?



- (F) $8 - 4 = 4$
 (G) $7 - 5 = 2$
 (H) $10 - 2 = 8$
 (I) $6 - 2 = 4$



Follow the Addition Rule



MA.2.A.4.5 Recognize and state rules for functions that use addition and subtraction.

Write a rule for the table.

1. Rule: Add ____.

In	Out
7	11
4	8
6	10

2. Rule: Add ____.

In	Out
2	8
5	11
9	15

3. Rule: Add ____.

In	Out
7	14
8	15
3	10

Write a rule. Then complete the table.

4. Rule: Add ____.

In	Out
1	4
5	8
7	
9	

5. Rule: Add ____.

In	Out
3	
6	
7	16
4	13

6. Rule: Add ____.

In	Out
2	
5	10
6	11
9	

PROBLEM SOLVING

REAL WORLD

7. There is a mistake in this table. Cross it out and write the correct number.

Rule: Add 8.

In	Out
3	12
9	17
5	13

Lesson Check (MA.2.A.4.5)

1. Which could be a rule for this table?

In	Out
2	7
6	11

- (A) Add 7. (C) Add 5.
 (B) Add 6. (D) Add 3.

2. Which could be a rule for this table?

In	Out
5	14
7	16

- (F) Add 9. (H) Add 6.
 (G) Add 8. (I) Add 5.

Review Grade 2 (MA.2.A.1.3)

3. Which number is less than 3,184?

- (A) 3,418 (C) 4,031
 (B) 3,176 (D) 4,183

4. Which number is greater than 4,709?

- (F) 4,678 (H) 4,813
 (G) 4,120 (I) 3,972

← SPIRAL REVIEW

Look Back (MA.1.A.1.4)

5. What is the missing sum?

$$6 + 7 = 13$$

$$6 + 6 = \underline{\quad}$$

- (A) 15 (C) 13
 (B) 14 (D) 12

6. What is the missing sum?

$$8 + 8 = 16$$

$$8 + 9 = \underline{\quad}$$

- (F) 15 (H) 17
 (G) 16 (I) 18

← SPIRAL REVIEW

Follow the Subtraction Rule



MA.2.A.4.5 Recognize and state rules for functions that use addition and subtraction.

Write a rule for the table.

1. Rule: Subtract ____.

In	Out
7	3
4	0
10	6

2. Rule: Subtract ____.

In	Out
9	3
11	5
15	9

3. Rule: Subtract ____.

In	Out
7	4
12	9
9	6

Write a rule. Then complete the table.

4. Rule: Subtract ____.

In	Out
12	5
9	2
11	
13	

5. Rule: Subtract ____.

In	Out
13	
15	
12	3
18	9

6. Rule: Subtract ____.

In	Out
7	
13	8
11	
14	9

PROBLEM SOLVING REAL WORLD

7. There is a mistake in this table. Cross it out and write the correct number.

Rule: Subtract 9.

In	Out
18	9
15	4
11	2

Lesson Check (MA.2.A.4.5)

1. Which could be a rule for this table?

In	Out
7	5
4	2
10	8

- (A) Subtract 2.
 (B) Subtract 3.
 (C) Subtract 5.
 (D) Subtract 7.

2. Which could be a rule for this table?

In	Out
12	3
14	5
10	1

- (F) Subtract 3.
 (G) Subtract 5.
 (H) Subtract 8.
 (I) Subtract 9.

Review Grade 2 (MA.2.A.1.3)

3. Which number is greater than 2,148?

- (A) 2,150 (C) 1,896
 (B) 2,079 (D) 957

4. Which number is less than 3,517?

- (F) 3,521 (H) 3,714
 (G) 3,465 (I) 3,642

← SPIRAL REVIEW

Look Back (MA.1.A.1.4)

5. What is the sum for $6 + 6$?

- (A) 12 (C) 10
 (B) 11 (D) 9

6. What is the sum for $8 + 9$?

- (F) 18 (H) 16
 (G) 17 (I) 15

← SPIRAL REVIEW

Name _____

PROBLEM SOLVING

Lesson 4.7

Act It Out • Repeated Addition



MA.2.A.6.1 Solve problems that involve repeated addition.

Act it out. Draw pictures of what you did.

1. Mr. Evan buys 2 boxes of baseballs. Each box has 6 baseballs. How many baseballs does he buy in all?

_____ baseballs

2. Ms. Diaz buys 9 boxes of cookies. Each box has 2 cookies. How many cookies does she buy altogether?

_____ cookies

3. Emily has 3 bags of toy animals. Each bag has 5 toy animals. How many toy animals does she have in all?

_____ toy animals

4. Billy buys 2 bags of pretzels. Each bag has 10 pretzels. How many pretzels does he buy in all?

_____ pretzels

Lesson Check (MA.2.A.6.1)

1. Elena buys 3 sheets of stickers.
Each sheet has 5 stickers.
How many stickers does she buy in all?

(A) 2 (C) 12
(B) 8 (D) 15

2. Felix puts 10 coins in each pile.
There are 5 piles. How many coins are there in all?

(F) 50 (H) 15
(G) 25 (I) 5

Review Grade 2 (MA.2.A.1.1)

← SPIRAL REVIEW

3. What is the value of the underlined digit?

4,376

(A) 7 (C) 700
(B) 70 (D) 7,000

4. What is the value of the underlined digit?

3,154

(F) 1 (H) 100
(G) 10 (I) 1,000

Look Back (MA.1.A.4.1)

← SPIRAL REVIEW

5. What number will be next in this skip counting pattern?

3, 6, 9, 12, _____

(A) 13 (C) 15
(B) 14 (D) 16

6. What number will be next in this skip counting pattern?

4, 8, 12, 16, _____

(F) 18 (H) 22
(G) 20 (I) 24

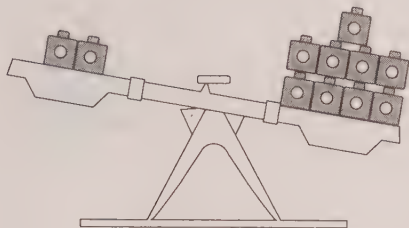
Explore Equality

MA.2.A.4.4 Describe and apply equality to solve problems, such as in balancing situations.



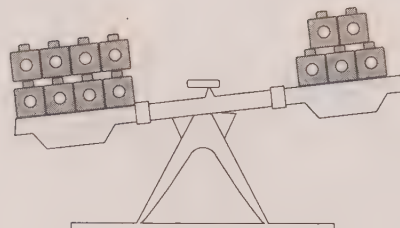
Write the missing number.

1.



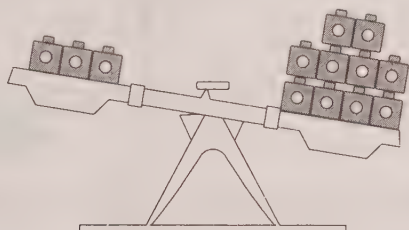
$$2 + \underline{\quad} = 9$$

2.



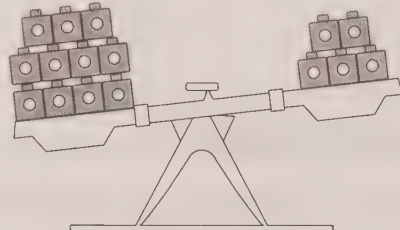
$$8 = 5 + \underline{\quad}$$

3.



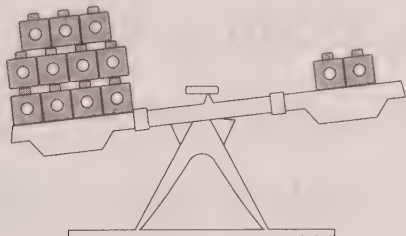
$$3 + \underline{\quad} = 10$$

4.



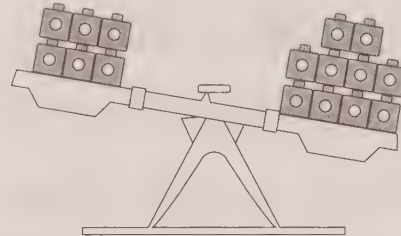
$$11 = 5 + \underline{\quad}$$

5.



$$11 = 2 + \underline{\quad}$$

6.



$$6 + \underline{\quad} = 10$$

PROBLEM SOLVING

REAL WORLD

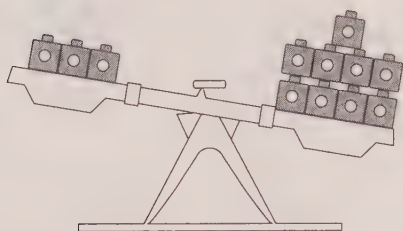
7. Kendra finds 12 leaves. Alex finds 8 leaves. How many more leaves does Alex need to find to have the same number of leaves as Kendra?

_____ more leaves

Lesson Check (MA.2.A.4.4)

1. What is the missing number?

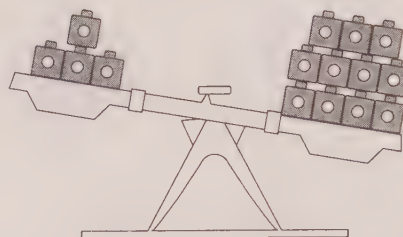
$$3 + \underline{\quad} = 9$$



- (A) 3 (C) 6
(B) 5 (D) 7

2. What is the missing number?

$$4 + \underline{\quad} = 11$$



- (F) 9 (H) 6
(G) 7 (I) 4

Review Grade 2 (MA.2.A.1.2)

3. Which is another way to write the number 4,032?

- (A) $4,000 + 300 + 2$
(B) $4,000 + 30 + 2$
(C) $4,000 + 30 + 20$
(D) $400 + 300 + 2$

4. Which is another way to write the number 8,530?

- (F) $8,000 + 500 + 30$
(G) $8,000 + 500 + 3$
(H) $8,000 + 50 + 3$
(I) $800 + 500 + 30$

Look Back (MA.1.A.1.3)

5. Which has the same value as $7 + 8$?

- (A) $7 + 7 + 1$
(B) $8 + 8 + 1$
(C) $9 + 4$
(D) $8 + 4$

6. Which has the same value as $5 + 6$?

- (F) $4 + 8$
(G) $8 + 5$
(H) $2 + 3 + 4$
(I) $5 + 5 + 1$

← SPIRAL REVIEW

← SPIRAL REVIEW

Balance Number Sentences

MA.2.A.4.4 Describe and apply equality to solve problems, such as in balancing situations.

Write the number that will complete the number sentence.

1. $3 + 6 = 4 + \boxed{5}$

2. $8 + 5 = \boxed{} + 6$

3. $7 + 1 = 5 + \boxed{}$

4. $\boxed{} + 5 = 6 + 4$

5. $8 + 2 = \boxed{} + 5$

6. $9 + \boxed{} = 6 + 6$

7. $\boxed{} + 1 = 6 + 3$

8. $3 + 8 = \boxed{} + 9$

9. $3 + \boxed{} = 7 + 5$

10. $\boxed{} + 7 = 8 + 6$

11. $\boxed{} + 8 = 9 + 6$

12. $5 + \boxed{} = 8 + 4$

13. $9 + \boxed{} = 3 + 7$

14. $8 + \boxed{} = 9 + 7$

PROBLEM SOLVING**REAL WORLD**

15. Write two numbers to complete each number sentence.

$5 + \boxed{} = \boxed{} + 2$

$\boxed{} + 7 = 5 + \boxed{}$

Lesson Check (MA.2.A.4.4)

1. Which is the missing number?

$$8 + 5 = \square + 6$$

- (A) 3
- (B) 6
- (C) 7
- (D) 13

2. Which is the missing number?

$$4 + 7 = \square + 6$$

- (F) 5
- (G) 6
- (H) 10
- (I) 11

Review Grade 2 (MA.2.A.1.3)

3. Which numbers are listed in order from least to greatest?

- (A) 278, 326, 319
- (B) 457, 382, 460
- (C) 183, 192, 191
- (D) 353, 361, 415

4. Which numbers are listed in order from least to greatest?

- (F) 256, 319, 322
- (G) 571, 582, 578
- (H) 439, 501, 384
- (I) 186, 237, 225

← SPIRAL REVIEW

Look Back (MA.1.A.1.1)

5. 4 boys are playing baseball.
5 more boys join them.
How many boys are playing baseball now?

- (A) 1
- (B) 6
- (C) 9
- (D) 10

6. 5 girls are playing softball.
3 more girls join them.
How many girls are playing softball now?

- (F) 2
- (G) 8
- (H) 9
- (I) 10

← SPIRAL REVIEW

Chapter 4 Extra Practice

Lesson 4.1 (pp. 121 – 124)

Write the sums.

1. $7 + 1 = \underline{\quad}$

$1 + 7 = \underline{\quad}$

2. $\underline{\quad} = 7 + 4$

$\underline{\quad} = 4 + 7$

3. $2 + 0 = \underline{\quad}$

$3 + 0 = \underline{\quad}$

4. $7 + 6 = \underline{\quad}$

$6 + 7 = \underline{\quad}$

5. $8 + 8 = \underline{\quad}$

$8 + 9 = \underline{\quad}$

6. $\underline{\quad} = 5 + 5$

$\underline{\quad} = 5 + 4$

Lesson 4.2 (pp. 125 – 128)

Write the sum. Show the make-a-ten fact you used.

1. $9 + 6 = \underline{\quad}$

 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

2. $7 + 5 = \underline{\quad}$

 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

3. $8 + 4 = \underline{\quad}$

 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

4. $6 + 8 = \underline{\quad}$

 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

Lesson 4.4 (pp. 133 – 135)

Write the differences.

1. $15 - 9 = \underline{\quad}$

2. $12 - 5 = \underline{\quad}$

3. $16 - 8 = \underline{\quad}$

4. $14 - 6 = \underline{\quad}$

5. $10 - 8 = \underline{\quad}$

6. $12 - 6 = \underline{\quad}$

7. $15 - 6 = \underline{\quad}$

8. $11 - 8 = \underline{\quad}$

9. $10 - 9 = \underline{\quad}$

Lesson 4.5 (pp. 137 – 140)

Write a rule for the table.

1. Rule: Add $\underline{\quad}$.

In	Out
1	5
5	9
7	
9	

2. Rule: Add $\underline{\quad}$.

In	Out
3	
6	
7	15
4	12

3. Rule: Add $\underline{\quad}$.

In	Out
2	
5	14
6	
9	

4. Rule: Add $\underline{\quad}$.

In	Out
2	7
4	9
6	
8	

5. Rule: Add $\underline{\quad}$.

In	Out
3	10
5	
8	15
9	

6. Rule: Add $\underline{\quad}$.

In	Out
3	9
5	
8	
9	

Name _____

Chapter 4 Extra Practice

Lesson 4.6 (pp. 141 – 144)

Write a rule for the table. Then complete the table.

1. Rule:
Subtract _____.

In	Out
5	1
9	5
11	
13	

2. Rule:
Subtract _____.

In	Out
11	
14	
15	7
12	4

3. Rule:
Subtract _____.

In	Out
9	2
14	7
15	
16	

Lesson 4.7 (pp. 145 – 148)

Act it out. Draw pictures of what you did.

1. Joe buys 3 boxes of pencils.
Each box has 4 pencils. How
many pencils does he buy in all?

_____ pencils

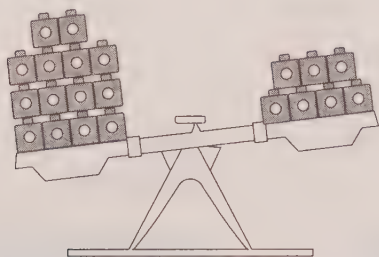
2. Daniel has 5 CD cases. Each
case holds 2 CDs. How many
CDs does he have in all?

_____ CDs

Lesson 4.8 (pp. 149 – 152)

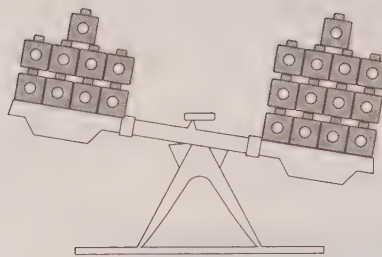
Write the missing number.

1.



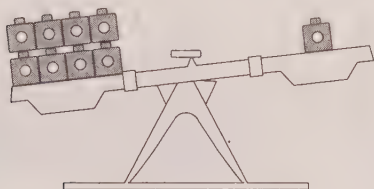
$$14 = 7 + \underline{\quad}$$

2.



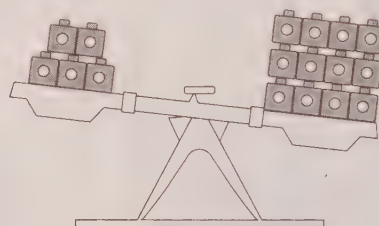
$$9 + \underline{\quad} = 13$$

3.



$$8 = \underline{\quad} + 1$$

4.



$$5 + \underline{\quad} = 12$$

Lesson 4.9 (pp. 153 – 156)

Write the number that will complete the number sentence.

1. $8 + 5 = 9 + \underline{\quad}$

2. $4 + 7 = \underline{\quad} + 5$

3. $7 + 7 = 5 + \underline{\quad}$

4. $\underline{\quad} + 4 = 7 + 2$

5. $3 + 7 = 5 + \underline{\quad}$

6. $9 + 6 = \underline{\quad} + 8$

7. $\underline{\quad} + 8 = 9 + 5$

8. $4 + 8 = 7 + \underline{\quad}$

School-Home Letter

Dear Family,

We started Chapter 5 this week. In this chapter, we will learn how to solve addition problems with 2-digit addends using different strategies. We will also learn how to estimate sums.

Love, _____

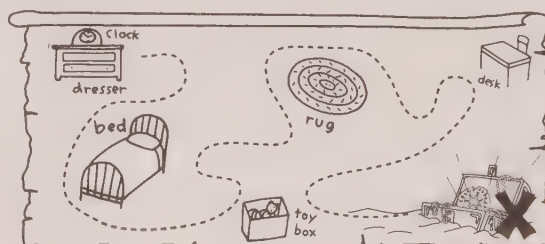
Vocabulary Power

estimate To find an amount that is close to the exact answer

regroup Make a group of 10 ones and trade it for a ten.

Home Activity

Pretend you are going on a treasure hunt. Using small pieces of paper, make a path in a small area. Each piece of paper should have an addition problem on it for your child to solve. At the end of the path can be a treasure of some kind.



Literature

Reading math stories reinforces ideas. Look for these books at the library.

A Collection for Kate
by Barbara Derubertis.
Kane Press, 1999.

Mission: Addition
by Loreen Leedy.
Holiday House,
1997.

Carta para la casa

Querida familia:

Esta semana comenzamos el Capítulo 5. En este capítulo, aprenderemos a resolver problemas con sumandos de dos dígitos usando diferentes estrategias. También aprenderemos a estimar sumas.

Con cariño, _____

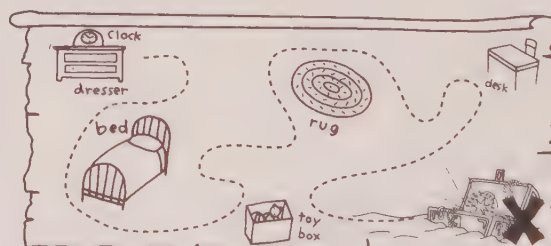
El poder del vocabulario

estimar hallar la cantidad que se aproxima a la respuesta exacta

reagrupar formar un grupo de 10 unidades y convertirlo en una decena

Actividad para la casa

Jueguen a buscar un tesoro. Con pequeños trozos de papel, haga un camino en un espacio pequeño. Cada trozo de papel deberá tener un problema de suma para que su hijo lo resuelva. Al final del camino puede haber algún tipo de "tesoro".



Literatura

Leer cuentos de matemáticas refuerza los conceptos. Busquen estos libros en la biblioteca:

Una colección para Kate

por Barbara Derubertis.
Kane Press, 1999.

Mission: Addition

por Loreen Leedy.
Holiday House, 1997.

Add on a Hundred Chart



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Use the hundred chart. Write the sum.

1. $62 + 25 = \underline{\quad}$

2. $28 + 25 = \underline{\quad}$

3. $57 + 30 = \underline{\quad}$

4. $31 + 27 = \underline{\quad}$

6. $12 + 84 = \underline{\quad}$

8. $69 + 18 = \underline{\quad}$

10. $24 + 15 = \underline{\quad}$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5. $11 + 42 = \underline{\quad}$

7. $18 + 13 = \underline{\quad}$

9. $26 + 51 = \underline{\quad}$

11. $12 + 31 = \underline{\quad}$

PROBLEM SOLVING

REAL WORLD

Use the hundred chart. Solve.

12. Molly has 18 marbles. She buys 12 more marbles. How many marbles does Molly have now?



_____ marbles

Lesson Check (MA.2.A.2.2)

1. Use the hundred chart.
What is the sum?

$$63 + 14 = \underline{\quad}$$

- (A) 77
(B) 78
(C) 79
(D) 80

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Review Grade 2 (MA.2.A.4.5)

2. Which could be a rule for this table?

- (F) Subtract 5.
(G) Subtract 4.
(H) Subtract 3.
(I) Subtract 2.

In	Out
4	1
7	4
5	2

3. Which could be a rule for this table?

- (A) Add 4.
(B) Add 3.
(C) Add 2.
(D) Add 1.

In	Out
3	7
6	10
7	11

Look Back (MA.1.A.4.1)

4. Which number comes next in the pattern?

4, 8, 12, 16, _____

- (F) 20 (H) 18
(G) 19 (I) 17

5. Which number comes next in the pattern?

3, 6, 9, 12, _____

- (A) 13 (C) 15
(B) 14 (D) 16

← SPIRAL REVIEW

← SPIRAL REVIEW

Break Apart Ones to Add

MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Break apart ones to add. Write the sum.

1. $62 + 9 = \underline{\quad}$

2. $27 + 7 = \underline{\quad}$

3. $28 + 5 = \underline{\quad}$

4. $17 + 8 = \underline{\quad}$

5. $57 + 6 = \underline{\quad}$

6. $23 + 9 = \underline{\quad}$

7. $39 + 7 = \underline{\quad}$

8. $26 + 5 = \underline{\quad}$

9. $13 + 8 = \underline{\quad}$

10. $18 + 7 = \underline{\quad}$

11. $49 + 8 = \underline{\quad}$

12. $27 + 5 = \underline{\quad}$

13. $39 + 4 = \underline{\quad}$

14. $18 + 8 = \underline{\quad}$

PROBLEM SOLVING**REAL WORLD**

Solve.

15. Jimmy had 18 toy airplanes. His mother bought him 7 more toy airplanes. How many toy airplanes does he have now?



_____ toy airplanes

Lesson Check (MA.2.A.2.2)

1. What is the sum?

$$43 + 9 = \underline{\quad}$$

- (A) 51 (C) 53
(B) 52 (D) 54

2. What is the sum?

$$64 + 8 = \underline{\quad}$$

- (F) 70 (H) 72
(G) 71 (I) 73

Review Grade 2 (MA.2.A.1.2)

← SPIRAL REVIEW

3. Which number is five thousand, four hundred forty-three?

- (A) 5,033 (C) 5,433
(B) 5,333 (D) 5,443

4. Which number is one thousand, nine hundred sixty-eight?

- (F) 1,996 (H) 1,968
(G) 1,986 (I) 1,698

Look Back (MA.1.A.1.1)

← SPIRAL REVIEW

5. Which picture matches the problem?

$$4 + 8 = 12$$

- (A) 

(B) 

(C) 

(D) 


6. Which picture matches the problem?

$$6 + 6 = 12$$

- (F) 

(G) 

(H) 

(I) 


Break Apart Addends as Tens and Ones

MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Break apart the addends. Solve for the total sum.

1.
$$\begin{array}{r} 18 \\ + 21 \\ \hline \end{array} \rightarrow \begin{array}{r} \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} \\ \hline \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$



2.
$$\begin{array}{r} 33 \\ + 49 \\ \hline \end{array} \rightarrow \begin{array}{r} \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} \\ \hline \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$



3.
$$\begin{array}{r} 72 \\ + 18 \\ \hline \end{array} \rightarrow \begin{array}{r} \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} \\ \hline \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

**PROBLEM SOLVING** **REAL WORLD**

Solve. Write or draw to explain.

4. Christopher has 28 baseball cards. Justin has 18 baseball cards. How many baseball cards do they have altogether?

_____ baseball cards

Lesson Check (MA.2.A.2.2)

1. What is the sum?

$$\begin{array}{r} 43 \\ + 19 \\ \hline \end{array}$$

- (A) 50 (C) 62
(B) 52 (D) 512

2. What is the sum?

$$\begin{array}{r} 64 \\ + 13 \\ \hline \end{array}$$

- (F) 71 (H) 75
(G) 73 (I) 77

Review Grade 2 (MA.2.A.4.1)

3. A rule for the pattern is
Add 4. What number should
be next in the pattern?

24, 28, 32, _____

- (A) 32
(B) 34
(C) 36
(D) 40

4. A rule for the pattern is
Add 3. What number should
be next in the pattern?

12, 15, 18, _____

- (F) 24
(G) 21
(H) 20
(I) 18

← SPIRAL REVIEW

Look Back (MA.1.A.2.1)

5. Which number is greater
than 74?

- (A) 70 (C) 74
(B) 72 (D) 76

6. Which number is less
than 65?

- (F) 59 (H) 66
(G) 65 (I) 72

← SPIRAL REVIEW

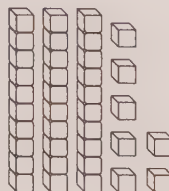
Use Compensation



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

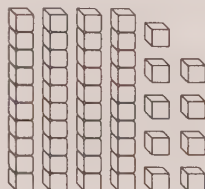
Show how to make one addend a ten.
Complete the new addition sentence.

1. $15 + 37 = ?$



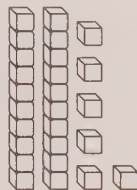
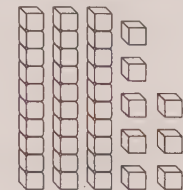
_____ + _____ = _____

2. $22 + 49 = ?$



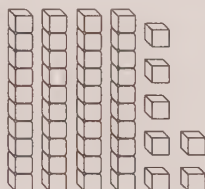
_____ + _____ = _____

3. $38 + 26 = ?$



_____ + _____ = _____

4. $27 + 47 = ?$



_____ + _____ = _____

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

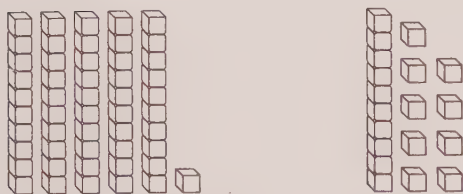
5. The oak tree at the school was 34 feet tall.
Then it grew another 18 feet taller.
How tall is the oak tree now?

_____ feet tall

Lesson Check (MA.2.A.2.2)

1. What is the sum?

$$51 + 19 = ?$$



(A) 78

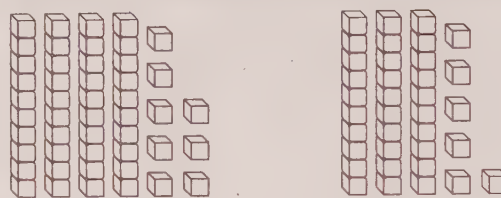
(B) 70

(C) 68

(D) 60

2. What is the sum?

$$48 + 36 = ?$$



(F) 72

(G) 74

(H) 76

(I) 84

Review Grade 2 (MA.2.A.2.1)

3. What is the sum?

$$\underline{\quad} = 7 + 7$$

(A) 12

(C) 24

(B) 14

(D) 77

4. What is the sum?

$$8 + 9 = \underline{\quad}$$

(F) 15

(H) 20

(G) 17

(I) 27

SPIRAL REVIEW

Look Back (MA.1.A.2.2)

5. Which is the same as 56?

(A) 56 tens

(B) 11 ones

(C) 50 tens 6 ones

(D) 5 tens 6 ones

6. Which is the same as 78?

(F) 78 tens

(G) 15 ones

(H) 7 tens 8 ones

(I) 70 tens 8 ones

SPIRAL REVIEW

Draw a Diagram • Addition

MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies including invented and standard algorithms and explanations of those procedures.

Draw a diagram. Then solve.

1. There are 15 butterflies on the red flowers and 13 butterflies on the pink flowers. How many butterflies are there in all?

_____ butterflies

2. Jacob counts 37 ants on the sidewalk and 11 ants on the grass. How many ants does Jacob count?

_____ ants

3. There are 14 bees in the hive and 17 bees in the garden. How many bees are there in all?

_____ bees

4. There are 28 flowers in Sasha's garden. 16 flowers are yellow and the rest are white. How many white flowers are in Sasha's garden?

_____ white flowers

Lesson Check (MA.2.A.2.2)

- A turtle crawled 18 feet in the morning and 27 feet in the afternoon. How many feet did the turtle crawl altogether?
 (A) 9 feet (C) 35 feet
 (B) 11 feet (D) 45 feet
- Michael saw 43 footsteps in the sand. Then he saw 39 more footsteps. How many footsteps did he see in all?
 (F) 4 (H) 72
 (G) 12 (I) 82

Review Grade 2 (MA.2.A.6.1)

← SPIRAL REVIEW

- There are 4 shells in each bucket. There are 4 buckets. How many shells are there in all?
 (A) 44 (C) 8
 (B) 16 (D) 4
- There are 7 birds in each group. There are 5 groups of birds. How many birds are there in all?
 (F) 75 (H) 35
 (G) 57 (I) 12

Look Back (MA.1.A.1.4)

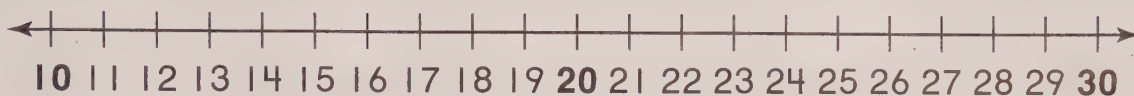
← SPIRAL REVIEW

- What is the missing sum?
 $7 + 7 = 14$
 $7 + 8 = \underline{\quad ? \quad}$
 (A) 15
 (B) 13
 (C) 12
 (D) 9
- What is the missing sum?
 $9 + 9 = 18$
 $9 + 8 = \underline{\quad ? \quad}$
 (F) 718
 (G) 19
 (H) 17
 (I) 15

Estimate Sums**MA.2.A.2.3** Estimate solutions to multi-digit addition and subtraction problems, through three digits.

Find the nearest ten for each number.
Add to estimate.

1. Estimate the sum for $21 + 17$.



An estimate for the sum is _____.

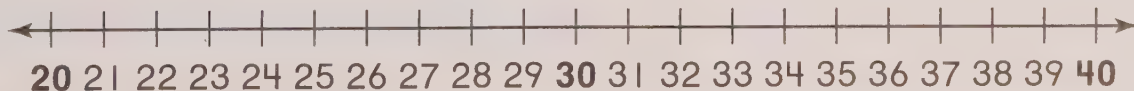
2. Estimate the sum for $32 + 49$.



An estimate for the sum is _____.

PROBLEM SOLVING**REAL WORLD**

3. Taryn had 38 stickers. Her sister gave her 29 more stickers.
Estimate the number of stickers Taryn has now.

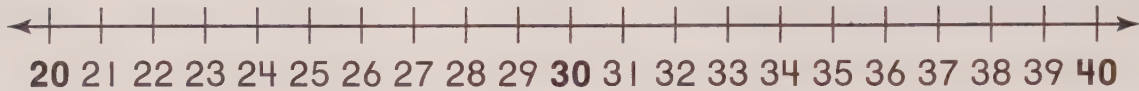


An estimate for the number of stickers Taryn has now is _____.

Lesson Check (MA.2.A.2.3)

1. Find the nearest ten for each number.

Which is the best estimate of the sum for $34 + 27$?



- (A) 20 (B) 30 (C) 40 (D) 60

Review Grade 2 (MA.2.A.2.1.)

← SPIRAL REVIEW

2. What is the difference?

$$11 - 3 = \underline{\quad? \quad}$$

- (F) 7
(G) 8
(H) 9
(I) 14

3. What is the difference?

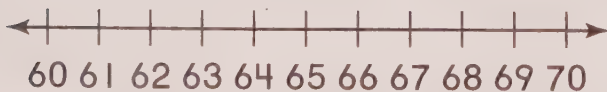
$$13 - 6 = \underline{\quad? \quad}$$

- (A) 7
(B) 8
(C) 17
(D) 19

Look Back (MA.1.A.2.1)

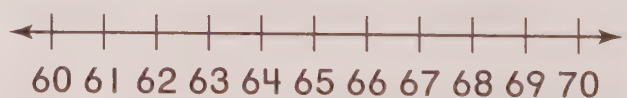
← SPIRAL REVIEW

4. Which number is between 65 and 70?



- (F) 60 (H) 67
(G) 63 (I) 71

5. Which number is before 65?



- (A) 62 (C) 70
(B) 69 (D) 71

Model Regrouping for Addition



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Write how many tens and ones.
Write the sum.

1. Add 63 and 9.

Tens	Ones

_____ tens _____ ones

2. Add 25 and 58.

Tens	Ones

_____ tens _____ ones

3. Add 58 and 18.

Tens	Ones

_____ tens _____ ones

4. Add 64 and 26.

Tens	Ones

_____ tens _____ ones

5. Add 17 and 77.

Tens	Ones

_____ tens _____ ones

6. Add 16 and 39.

Tens	Ones

_____ tens _____ ones

PROBLEM SOLVING REAL WORLD

Solve. Write or draw to explain.

7. Cathy has 43 leaves in her collection.
Jane has 38 leaves. How many leaves
do they have altogether?

_____ leaves

Lesson Check (MA.2.A.2.2)

1. Add 46 and 29.

How many tens and ones are in the sum?

- (A) 7 tens 5 ones
(B) 7 tens 4 ones
(C) 6 tens 5 ones
(D) 5 tens 6 ones

Tens	Ones
	

Review Grade 2 (MA.2.A.4.4)

2. Which number completes the number sentence?

$$8 + 5 = 7 + \underline{\quad? \quad}$$

- (F) 5 (H) 7
(G) 6 (I) 8

3. Which number completes the number sentence?

$$3 + 7 = \underline{\quad? \quad} + 1$$

- (A) 11 (C) 9
(B) 10 (D) 8

← SPIRAL REVIEW

Look Back (MA.1.A.2.1)

4. Which numbers are in order from least to greatest?

- (F) 30, 40, 38
(G) 31, 29, 34
(H) 39, 43, 47
(I) 50, 45, 49

5. Which numbers are in order from greatest to least?

- (A) 30, 28, 19
(B) 27, 31, 28
(C) 52, 55, 46
(D) 43, 47, 44

← SPIRAL REVIEW

Model and Record 2-Digit Addition



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Draw quick pictures to solve.
Write the sum.

1.

Tens	Ones
3	8
+	
1	7

Tens	Ones

2.

Tens	Ones
5	8
+	
2	6

Tens	Ones

3.

Tens	Ones
4	2
+	
3	7

Tens	Ones

4.

Tens	Ones
5	3
+	
3	8

Tens	Ones

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

5. There were 43 children at the park on Saturday and 28 children at the park on Sunday. How many children were at the park on those two days?

_____ children

Lesson Check (MA.2.A.2.2)

1. What is the sum?

	Tens	Ones		Tens	Ones
	4	7			
+	1	8			

(A) 515 (C) 55

(B) 65 (D) 31

2. What is the sum?

	Tens	Ones		Tens	Ones
	3	3			
+	2	6			

(F) 63 (H) 53

(G) 59 (I) 13

Review Grade 2 (MA.2.A.2.1)

3. What is the difference?

$$15 - 8 = \underline{\quad}$$

(A) 8 (C) 6

(B) 7 (D) 3

4. What is the difference?

$$13 - 9 = \underline{\quad}$$

(F) 4 (H) 6

(G) 5 (I) 7

SPIRAL REVIEW

Look Back (MA.1.A.1.4)

5. What is the sum?

$$7 + 2 = \underline{\quad}$$

(A) 5 (C) 9

(B) 8 (D) 10

6. What is the sum?

$$5 + 3 = \underline{\quad}$$

(F) 8 (H) 6

(G) 7 (I) 2

SPIRAL REVIEW

2-Digit Addition

MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies including invented and standard algorithms and explanations of those procedures.

Regroup if you need to. Write the sum.

1.

$$\begin{array}{r|l} 4 & 7 \\ + 2 & 5 \\ \hline \end{array}$$

2.

$$\begin{array}{r|l} 3 & 3 \\ + 1 & 8 \\ \hline \end{array}$$

3.

$$\begin{array}{r|l} 2 & 8 \\ + 6 & 4 \\ \hline \end{array}$$

4.

$$\begin{array}{r|l} 1 & 3 \\ + 6 & 5 \\ \hline \end{array}$$

5.

$$\begin{array}{r|l} 1 & 7 \\ + 2 & 6 \\ \hline \end{array}$$

6.

$$\begin{array}{r|l} 3 & 6 \\ + 5 & 3 \\ \hline \end{array}$$

7.

$$\begin{array}{r|l} 5 & 8 \\ + 2 & 5 \\ \hline \end{array}$$

8.

$$\begin{array}{r|l} 3 & 7 \\ + 4 & 9 \\ \hline \end{array}$$

9.

$$\begin{array}{r|l} 5 & 2 \\ + 2 & 9 \\ \hline \end{array}$$

10.

$$\begin{array}{r|l} 6 & 6 \\ + 2 & 4 \\ \hline \end{array}$$

11.

$$\begin{array}{r|l} 7 & 4 \\ + 1 & 4 \\ \hline \end{array}$$

12.

$$\begin{array}{r|l} 3 & 7 \\ + 3 & 7 \\ \hline \end{array}$$

PROBLEM SOLVING**REAL WORLD**

Solve. Write or draw to explain.

13. Angela drew 16 flowers on her paper in the morning. She drew 25 more flowers in the afternoon. How many flowers did she draw in all?

_____ flowers

Lesson Check (MA.2.A.2.2)

1. What is the sum?

$$\begin{array}{r|l} 4 & 8 \\ + 3 & 6 \\ \hline \end{array}$$

- (A) 72 (C) 84
(B) 74 (D) 714

2. What is the sum?

$$\begin{array}{r|l} 2 & 4 \\ + 6 & 6 \\ \hline \end{array}$$

- (F) 42 (H) 82
(G) 50 (I) 90

Review Grade 2 (MA.2.A.6.1)

3. Nan has 4 rows of blocks. Each row has 8 blocks. How many blocks does Nan have in all?

- (A) 8
(B) 12
(C) 24
(D) 32

4. Jeff has 18 toy trucks. He wants to put them in rows with 3 trucks in each row. How many rows will there be?

- (F) 4
(G) 5
(H) 6
(I) 7

← SPIRAL REVIEW

Look Back (MA.1.A.2.2)

5. How many tens and ones are in 56?

- (A) 5 tens 6 ones
(B) 56 tens
(C) 50 tens 6 ones
(D) 6 tens 5 ones

6. How many tens and ones are in 65?

- (F) 5 tens 6 ones
(G) 65 tens
(H) 60 tens 5 ones
(I) 6 tens 5 ones

← SPIRAL REVIEW

Rewrite 2-Digit Addition



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Rewrite the numbers. Then add.

1. $27 + 19$

+	

2. $36 + 23$

+	

3. $31 + 29$

+	

4. $48 + 23$

+	

5. $53 + 12$

+	

6. $69 + 13$

+	

7. $24 + 38$

+	

8. $46 + 37$

+	

PROBLEM SOLVING

REAL WORLD

Use the table to solve the problem.

9. How many pages in all did Sasha and Kara read?

_____ pages

Pages Read This Week	
Child	Number of Pages
Sasha	62
Kara	29
Juan	50

Lesson Check (MA.2.A.2.2)

1. What is the sum for $35 + 27$?

+	

- (A) 52 (C) 72
 (B) 62 (D) 512

2. What is the sum for $47 + 28$?

+	

- (F) 65 (H) 111
 (G) 75 (I) 615

Review Grade 2 (MA.2.A.4.4)

3. What number will complete this number sentence?

$$7 + \square = 8 + 5$$

- (A) 8 (C) 6
 (B) 7 (D) 5

4. What number will complete this number sentence?

$$9 + \square = 8 + 1$$

- (F) 3 (H) 1
 (G) 2 (I) 0

← SPIRAL REVIEW

Look Back (MA.1.A.2.1)

5. Which numbers are in order from least to greatest?

- (A) 18, 22, 20
 (B) 86, 75, 77
 (C) 25, 35, 32
 (D) 46, 52, 60

6. Which numbers are in order from greatest to least?

- (F) 75, 65, 55
 (G) 45, 38, 42
 (H) 60, 56, 58
 (I) 43, 34, 39

← SPIRAL REVIEW

Practice 2-Digit Addition



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Write the sum.

1.

$$\begin{array}{r} 58 \\ + 17 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 44 \\ + 86 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 36 \\ + 13 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 49 \\ + 72 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 58 \\ + 87 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 32 \\ + 59 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 77 \\ + 58 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 45 \\ + 45 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 54 \\ + 28 \\ \hline \end{array}$$

PROBLEM SOLVING**REAL WORLD**

Solve. Write or draw to explain.

10. There are 45 books on the shelf.
There are 37 books on the table.
How many books in all are on the shelf and the table?

_____ books

Lesson Check (MA.2.A.2.2)

1. What is the sum?

$$\begin{array}{r} 63 \\ + 37 \\ \hline \end{array}$$

- (A) 70 (C) 100
(B) 80 (D) 170

2. What is the sum?

$$\begin{array}{r} 48 \\ + 26 \\ \hline \end{array}$$

- (F) 74 (H) 104
(G) 84 (I) 120

Review Grade 2 (MA.2.A.6.1)

3. Felix collects stamps. He has 4 rows of stamps. Each row has 6 stamps. How many stamps does he have in all?

- (A) 10
(B) 12
(C) 24
(D) 46

4. Pam put some muffins on a tray. She put them in 8 rows. Each row has 4 muffins. How many muffins did Pam put on the tray?

- (F) 12
(G) 32
(H) 48
(I) 84

← SPIRAL REVIEW

Look Back (MA.1.A.1.3)

5. What is the missing number?

$$4 + 5 = 9$$

$$5 + \underline{\quad} = 9$$

- (A) 4 (C) 7
(B) 6 (D) 14

6. What is the missing number?

$$6 + 5 = 11$$

$$5 + 6 = \underline{\quad}$$

- (F) 9 (H) 11
(G) 10 (I) 12

← SPIRAL REVIEW

Chapter 5 Extra Practice

Lesson 5.1 (pp. 165 – 168)

Use the hundred chart. Write the sum.

1. $64 + 30 = \underline{\hspace{2cm}}$

2. $47 + 42 = \underline{\hspace{2cm}}$

3. $25 + 28 = \underline{\hspace{2cm}}$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Lesson 5.2 (pp. 169 – 172)

Break apart ones to add. Write the sum.

1. $42 + 9 = \underline{\hspace{2cm}}$

2. $38 + 7 = \underline{\hspace{2cm}}$

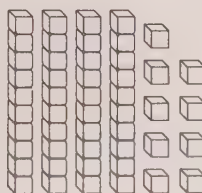
Lessons 5.3 – 5.4 (pp. 173 – 180)

Break apart the addends. Solve for the total sum.

1.
$$\begin{array}{r} 18 \\ + 21 \\ \hline \end{array} \rightarrow \begin{array}{r} \underline{\hspace{1cm}} + \underline{\hspace{1cm}} \\ \underline{\hspace{1cm}} + \underline{\hspace{1cm}} \\ \hline \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \end{array}$$

Show how to make one addend a ten.
Complete the new addition sentence.

2. $22 + 49 = ?$



$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Lesson 5.5 (pp. 181 – 184)

Solve. Write or draw to explain.

1. Rachel stacked 15 bricks in a row. Then she stacked 14 more bricks. How many bricks did Rachel stack all together?

_____ bricks

2. Sophie stacked 28 bricks in a row. Then she stacked 35 more bricks. How many bricks did Sophie stack all together?

_____ bricks

3. Dan stacked 26 bricks in a row. Then he stacked 17 more bricks. How many bricks did Dan stack all together?

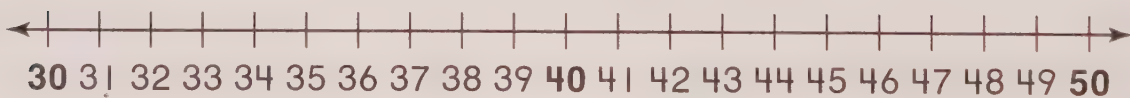
_____ bricks

Lesson 5.6 (pp. 185 – 187)

Find the nearest ten for each number.

Add to estimate.

1. Estimate the sum for $37 + 46$.



An estimate for the sum is _____.

Chapter 5 Extra Practice

Lesson 5.7 (pp. 189 – 192)

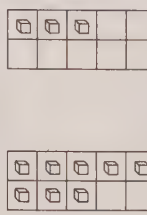
Write how many tens and ones. Write the sum.

1. Add 42 and 29.

Tens	Ones
	

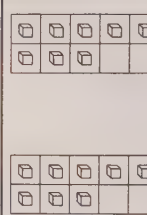
_____ tens _____ ones

2. Add 13 and 48.

Tens	Ones
	

_____ tens _____ ones

3. Add 38 and 18.

Tens	Ones
	

_____ tens _____ ones

Lesson 5.8 (pp. 193 – 196)

Draw quick pictures to solve. Write the sum.

1.

Tens	Ones
	
4	6
+	
3	8

Tens	Ones

2.

Tens	Ones
	
5	6
+	
2	9

Tens	Ones

Lesson 5.9 (pp. 197 – 200)

Regroup if you need to. Write the sum.

1.

5	8
+ 1	7

2.

4	3
+ 2	7

3.

3	3
+ 5	8

4.

6	7
+ 1	2

5.

5	4
+ 2	7

6.

7	7
+ 1	5

Lesson 5.10 (pp. 201 – 204)

Rewrite the numbers. Then add.

1. $24 + 13$

2. $26 + 26$

3. $39 + 23$

4. $48 + 26$

5. $35 + 28$

6. $63 + 29$

7. $45 + 36$

8. $57 + 11$

School-Home Letter

Dear Family,

We started Chapter 6 this week. In this chapter, we will learn how to solve 2-digit subtraction problems using many different strategies. We will also learn how to estimate differences and regroup tens.

Love, _____

Vocabulary Power

minus sign a symbol used in a subtraction problem

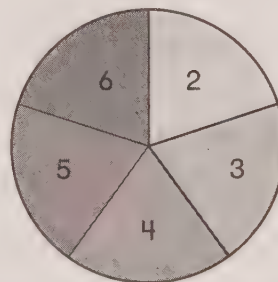
difference the answer to a subtraction problem

$$7 - 4 = 3$$

↑
difference

Home Activity

Write 2-digit numbers, such as 56, 67, and 89, each on a separate index card. Use a pencil and a paper clip to make a pointer for the spinner. Have your child choose a card, spin the pointer and subtract the number on the spinner from the number on the card.



Literature

Look for these books at the library. Read them with your child to reinforce learning.

The Action of Subtraction
by Brian P. Cleary.
Millbrook Press, 2006.

The Shark Swimathon
by Stuart J. Murphy.
HarperCollins, 2001.

Carta para la casa

Querida familia:

Mi clase comenzó esta semana el Capítulo 6. En este capítulo, aprenderemos a resolver problemas de resta de números de 2 dígitos usando muchas estrategias diferentes. También aprenderemos a estimar diferencias y reagrupar decenas.

Con cariño, _____

El poder del vocabulario

signo de menos símbolo que se usa en un problema de resta

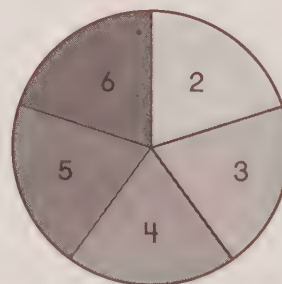
diferencia la respuesta a un problema de resta

$$7 - 4 = 3$$

↑
diferencia

Actividad para la casa

Escriba números de 2 dígitos, como 56, 67 y 89, cada uno en una tarjeta. Con un lápiz y un clip, haga una flecha giratoria para la rueda. Pida a su hijo que elija una tarjeta, gire la flecha y reste el número en que se detenga en la rueda del número de la tarjeta.



Literatura

Busquen estos libros en la biblioteca. Léalos con su hijo para reforzar el aprendizaje.

The Action of Subtraction

por Brian P. Cleary.
Millbrook Press, 2006.

¡Tiburones a nadar!

por Stuart J. Murphy.
HarperCollins, 2001.

Subtract on a Hundred Chart



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Use the hundred chart.
Write the difference.

1. $41 - 11 = \underline{\quad}$

2. $22 - 2 = \underline{\quad}$

3. $37 - 6 = \underline{\quad}$

4. $45 - 12 = \underline{\quad}$

6. $25 - 14 = \underline{\quad}$

8. $47 - 15 = \underline{\quad}$

10. $56 - 12 = \underline{\quad}$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5. $38 - 11 = \underline{\quad}$

7. $31 - 2 = \underline{\quad}$

9. $27 - 19 = \underline{\quad}$

11. $68 - 18 = \underline{\quad}$

PROBLEM SOLVING

REAL

WORLD

Solve using the hundred chart above.

12. There were 67 people at the party.

18 people left the party early. How many people stayed at the party?

_____ people

Lesson Check (MA.2.A.2.2)

1. Use the hundred chart.
What is the difference?

$$54 - 12 = \underline{\quad}$$

- (A) 12
(B) 33
(C) 42
(D) 66

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Review Grade 2 (MA.2.A.2.2)

2. Mrs. Mei bought 14 bushes.
Then she bought 16 more
bushes. How many bushes
did she buy altogether?

- (F) 14 (H) 20
(G) 16 (I) 30

3. Steve planted 35 flowers in the
front yard and 35 flowers in the
back yard. How many flowers
did he plant in all?

- (A) 35 (C) 70
(B) 60 (D) 85

← SPIRAL REVIEW

Look Back (MA.1.A.1.1)

4. There were 7 frogs on a log.
2 frogs hopped off. How many
frogs are left?



- (F) 2 (H) 7
(G) 5 (I) 9

5. There were 9 frogs on a log.
8 frogs hopped off. How many
frogs are left?



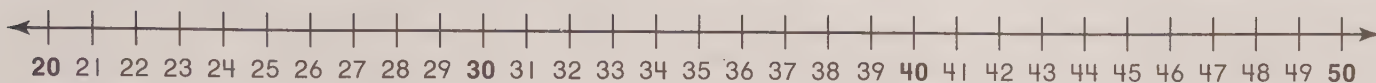
- (A) 1 (C) 9
(B) 8 (D) 17

← SPIRAL REVIEW

Break Apart Ones to Subtract

MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Break apart ones to subtract.
Write the difference.



1. $21 - 8 = \underline{\quad}$

2. $35 - 8 = \underline{\quad}$

3. $22 - 6 = \underline{\quad}$

4. $41 - 6 = \underline{\quad}$

5. $44 - 5 = \underline{\quad}$

6. $33 - 7 = \underline{\quad}$

7. $32 - 4 = \underline{\quad}$

8. $31 - 6 = \underline{\quad}$

9. $46 - 9 = \underline{\quad}$

10. $43 - 5 = \underline{\quad}$

PROBLEM SOLVING**REAL WORLD**

Solve. Write or draw to explain.

11. Beth had 44 fish. She gave 9 to her brother. How many fish does she have left?

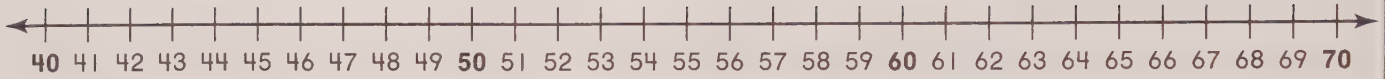
_____ fish

12. Brady had 37 board games. He gave 8 to his cousin. How many games does he have left?

_____ games

Lesson Check (MA.2.A.2.2)

1. What is the difference?



$$54 - 9 = \underline{\quad}$$

- (A) 63 (B) 54 (C) 45 (D) 35

Review Grade 2 (MA.2.A.2.2)



2. What is the sum?

$$74 + 7 = \underline{\quad}$$

- (F) 61
 (G) 67
 (H) 77
 (I) 81

3. What is the sum?

$$63 + 8 = \underline{\quad}$$

- (A) 71
 (B) 68
 (C) 65
 (D) 55

Look Back (MA.1.A.1.4)



4. What is the difference?

$$9 - 0 = \underline{\quad}$$

- (F) 0
 (G) 9
 (H) 10
 (I) 90

5. What is the difference?

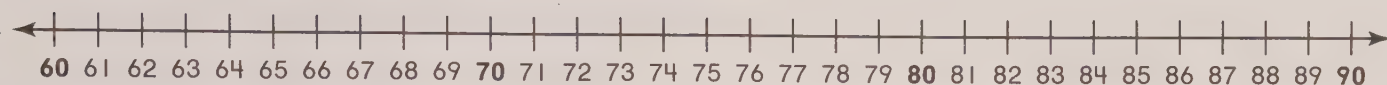
$$9 - 9 = \underline{\quad}$$

- (A) 0
 (B) 9
 (C) 90
 (D) 99

Break Apart Numbers to Subtract

MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Break apart the number you are subtracting. Write the difference.



1. $88 - 14 = \underline{\quad}$

2. $84 - 12 = \underline{\quad}$

3. $77 - 14 = \underline{\quad}$

4. $79 - 19 = \underline{\quad}$

5. $78 - 17 = \underline{\quad}$

6. $88 - 13 = \underline{\quad}$

7. $89 - 19 = \underline{\quad}$

8. $89 - 20 = \underline{\quad}$

9. $84 - 24 = \underline{\quad}$

10. $76 - 15 = \underline{\quad}$

11. $86 - 22 = \underline{\quad}$

12. $87 - 24 = \underline{\quad}$

PROBLEM SOLVING**REAL****WORLD**

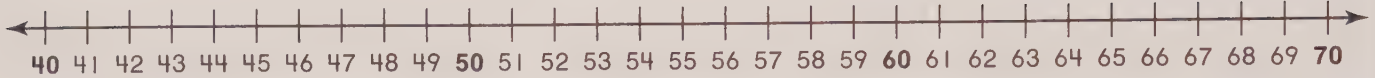
Solve. Write or draw to explain.

13. Mr. Pearce bought 48 tomato plants. He gave 25 plants to his neighbor. How many tomato plants does Mr. Pearce have now?

_____ tomato plants

Lesson Check (MA.2.A.2.2)

1. Break apart the number you are subtracting.
What is the difference?



$$63 - 19 = \underline{\quad}$$

- (A) 82 (B) 54 (C) 44 (D) 34

Review Grade 2 (MA.2.A.2.2)

← SPIRAL REVIEW

2. What is the sum?

$$\begin{array}{r} 14 \\ + 23 \\ \hline \end{array}$$

- (F) 9 (H) 37
(G) 27 (I) 47

3. What is the sum?

$$\begin{array}{r} 52 \\ + 26 \\ \hline \end{array}$$

- (A) 26 (C) 74
(B) 68 (D) 78

Look Back (MA.1.A.1.1)

← SPIRAL REVIEW

4. Eileen has 8 apples. Spencer has 4 apples. How many more apples does Eileen have than Spencer?

- (F) 4 (H) 12
(G) 8 (I) 14

5. John has 7 kites. Annie has 1 kite. How many more kites does John have than Annie?

- (A) 5 (C) 7
(B) 6 (D) 8

Draw a Diagram • Subtraction

MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Draw a diagram. Then solve.

1. Meaghan picked 34 flowers. 18 flowers are pink. The other flowers are yellow.
How many flowers are yellow?

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

_____ yellow flowers

2. Alex had 45 letters to mail. He mailed 26 of them. How many letters does he have left to mail?

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

_____ letters

3. Justin delivered 43 pizzas. 28 of the pizzas had onions on them. The rest had only cheese. How many pizzas had only cheese?

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

_____ cheese pizzas

4. Ms. Fergus has 28 students in her class. 18 are girls. How many students are boys?

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

_____ boys

Lesson Check (MA.2.A.2.2)

- Jan grew 39 pumpkins. She gave 17 of them away. How many pumpkins does she have left?
 - (A) 17
 - (B) 22
 - (C) 39
 - (D) 56
- The orchard has 39 apple trees. 27 trees have red apples. The other trees have green apples. How many trees have green apples?
 - (F) 66
 - (G) 27
 - (H) 39
 - (I) 12

Review Grade 2 (MA.2.A.2.2)

← SPIRAL REVIEW

- Ashley had 26 markers. Her friend gave her 17 more markers. How many markers does Ashley have now?
 - (A) 17
 - (B) 26
 - (C) 33
 - (D) 43
- Joe collected 46 baseball cards. Then he bought 17 more baseball cards. How many baseball cards does Joe have in all?
 - (F) 17
 - (G) 29
 - (H) 46
 - (I) 63

Look Back (MA.1.A.1.1)

← SPIRAL REVIEW

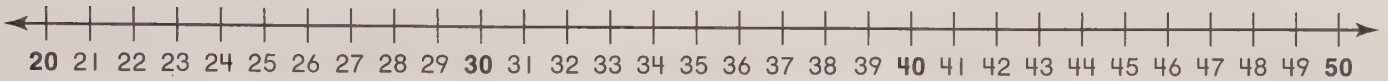
- What is the missing number?
 $17 - \underline{\quad} = 8$
 - (A) 10
 - (B) 9
 - (C) 8
 - (D) 7
- What is the missing number?
 $14 - \underline{\quad} = 6$
 - (F) 8
 - (G) 9
 - (H) 10
 - (I) 12

Estimate Differences

MA.2.A.2.3 Estimate solutions to multi-digit addition and subtraction problems, through three digits.

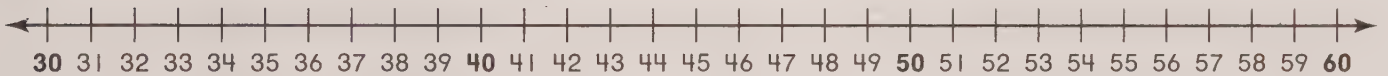
**Find the nearest ten for each number.
Subtract to estimate.**

1. Estimate the difference for $48 - 21$.



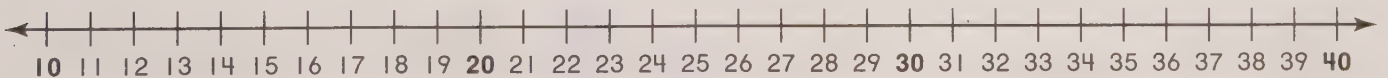
An estimate for the difference is _____.

2. Estimate the difference for $54 - 38$.



An estimate for the difference is _____.

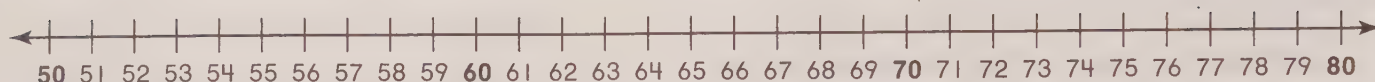
3. Estimate the difference for $37 - 16$.



An estimate for the difference is _____.

Lesson Check (MA.2.A.2.3)

1. What is the best estimate of the difference for $78 - 51$?



- (A) 20 (B) 30 (C) 40 (D) 50

Review Grade 2 (MA.2.A.2.3)

← SPIRAL REVIEW

2. What is the best estimate of the sum of $47 + 24$?



- (F) 70 (G) 60 (H) 30 (I) 20

Look Back (MA.1.A.1.1)

← SPIRAL REVIEW

3. What is the missing number?

$$11 - \underline{\quad} = 5$$

- (A) 16
(B) 11
(C) 6
(D) 5

4. What is the missing number?

$$12 - \underline{\quad} = 5$$

- (F) 17
(G) 10
(H) 8
(I) 7

Model Regrouping for Subtraction



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Write how many tens and ones.
Write the difference.

1. Subtract 9 from 35.

Tens	Ones

_____ tens _____ ones

2. Subtract 14 from 52.

Tens	Ones

_____ tens _____ ones

3. Subtract 17 from 46.

Tens	Ones

_____ tens _____ ones

4. Subtract 28 from 63.

Tens	Ones

_____ tens _____ ones

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

5. Mr. Ortega made 27 cookies. He gave 14 cookies away. How many cookies does he have left?

_____ cookies

Lesson Check (MA.2.A.2.2)

1. What is the difference?

$$36 - 9 = \underline{\quad}$$

- (A) 45
- (B) 27
- (C) 26
- (D) 7

2. What is the difference?

$$45 - 28 = \underline{\quad}$$

- (F) 73
- (G) 37
- (H) 23
- (I) 17

Review Grade 2 (MA.2.A.2.2)

← SPIRAL REVIEW

3. Add. How many tens and ones are in the sum?

$$18 + 27 = \underline{\quad}$$

- (A) 4 tens 0 ones
- (B) 4 tens 4 ones
- (C) 4 tens 5 ones
- (D) 40 tens 5 ones

4. Add. How many tens and ones are in the sum?

$$34 + 35 = \underline{\quad}$$

- (F) 6 tens 9 ones
- (G) 9 tens 6 ones
- (H) 60 tens 9 ones
- (I) 69 tens 0 ones

Look Back (MA.1.A.1.4)

← SPIRAL REVIEW

5. What is the sum?

$$6 + 7 = \underline{\quad}$$

- (A) 1
- (B) 12
- (C) 13
- (D) 14

6. What is the difference?

$$15 - 8 = \underline{\quad}$$

- (F) 7
- (G) 8
- (H) 13
- (I) 23

Model and Record 2-Digit Subtraction



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Draw quick pictures to solve.
Write the difference.

1.

Tens	Ones
4	3
- 1	7

Tens	Ones

2.

Tens	Ones
3	8
- 2	9

Tens	Ones

3.

Tens	Ones
5	2
- 3	7

Tens	Ones

4.

Tens	Ones
3	5
- 1	9

Tens	Ones

PROBLEM SOLVING

REAL WORLD

Solve. Draw quick pictures or write the subtraction to show how you solved the problem.

5. Kendall has 63 stickers. Her sister has 57 stickers. Does Kendall have 16 more stickers than her sister?

yes

no

Lesson Check (MA.2.A.2.2)

1. What is the difference?

	Tens	Ones
	4	7
—	1	8

- (A) 75 (C) 29
 (B) 65 (D) 19

2. What is the difference?

	Tens	Ones
	3	3
—	2	9

- (F) 16 (H) 8
 (G) 12 (I) 4

Review Grade 2 (MA.2.A.2.2)

3. What is the sum?

$$18 + 18 = \underline{\hspace{2cm}}$$

- (A) 36 (C) 20
 (B) 28 (D) 0

4. What is the sum?

$$16 + 49 = \underline{\hspace{2cm}}$$

- (F) 64 (H) 66
 (G) 65 (I) 67

← SPIRAL REVIEW

Look Back (MA.1.A.1.4)

5. What is the difference?

$$10 - 6 = \underline{\hspace{2cm}}$$

- (A) 5 (C) 3
 (B) 4 (D) 2

6. What is the difference?

$$11 - 4 = \underline{\hspace{2cm}}$$

- (F) 7 (H) 9
 (G) 8 (I) 15

← SPIRAL REVIEW

2-Digit Subtraction



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

**Regroup if you need to.
Write the difference.**

1.

$$\begin{array}{r} 47 \\ - 28 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 33 \\ - 18 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 28 \\ - 14 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 66 \\ - 19 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 77 \\ - 26 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 38 \\ - 34 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 58 \\ - 25 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 87 \\ - 49 \\ \hline \end{array}$$

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

9. Mrs. Paul bought 32 lights. She installed 19 of them. How many lights are left to install?

_____ lights

Lesson Check (MA.2.A.2.2)

1. Regroup if you need to.
What is the difference?

$$\begin{array}{r|l} 4 & 8 \\ - 3 & 9 \\ \hline & \end{array}$$

- (A) 9 (C) 11
(B) 10 (D) 19

2. Regroup if you need to.
What is the difference?

$$\begin{array}{r|l} 8 & 4 \\ - 6 & 6 \\ \hline & \end{array}$$

- (F) 48 (H) 28
(G) 38 (I) 18

Review Grade 2 (MA.2.A.2.2)

3. 27 boys and 23 girls went on a field trip to the museum.
How many children went to the museum in all?

- (A) 30 (C) 50
(B) 40 (D) 60

4. There are 29 turkey sandwiches and 29 ham sandwiches. How many sandwiches are there altogether?

- (F) 48 (H) 68
(G) 58 (I) 78

← SPIRAL REVIEW

Look Back (MA.1.A.1.4)

5. What is the difference?

$$12 - 6 = \underline{\quad}$$

- (A) 18
(B) 14
(C) 8
(D) 6

6. What is the difference?

$$16 - 9 = \underline{\quad}$$

- (F) 7
(G) 10
(H) 13
(I) 25

← SPIRAL REVIEW

Rewrite 2-Digit Subtraction

MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies including invented and standard algorithms and explanations of those procedures.

Rewrite the numbers. Then subtract.

1. $35 - 19 =$

2. $47 - 23 =$

3. $55 - 28 =$

4. $22 - 15 =$

5. $61 - 32 =$

6. $70 - 37 =$

PROBLEM SOLVING**REAL WORLD**

Read about the trip to the toy store.
Then answer the question.

7. Jimmy went to buy a gift at the toy store.

He saw 23 wooden trains and 17 plastic trains.

He also saw 28 stuffed animals. How many
more stuffed animals were there than plastic trains?

_____ more stuffed animals

Lesson Check (MA.2.A.2.2)

1. What is the difference for
 $43 - 17$?

(A) 16
(B) 26
(C) 36
(D) 60

2. What is the difference for
 $50 - 16$?

(F) 66
(G) 46
(H) 34
(I) 16

Review Grade 2 (MA.2.A.2.2)



3. What is the sum?

$$37 + 33 = \underline{\quad}$$

(A) 70
(B) 60
(C) 24
(D) 4

4. What is the sum?

$$58 + 27 = \underline{\quad}$$

(F) 31
(G) 65
(H) 75
(I) 85

Look Back (MA.1.A.1.4)



5. What is the sum?

$$12 + 3 = \underline{\quad}$$

(A) 9
(B) 13
(C) 15
(D) 16

6. What is the difference?

$$11 - 9 = \underline{\quad}$$

(F) 20
(G) 18
(H) 5
(I) 2

Practice 2-Digit Subtraction

MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Write the difference.

1.

$$\begin{array}{r} 50 \\ -18 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 43 \\ -17 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 37 \\ -27 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 22 \\ -6 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 65 \\ -35 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 42 \\ -34 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 21 \\ -8 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 39 \\ -27 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 61 \\ -57 \\ \hline \end{array}$$

PROBLEM SOLVING**REAL WORLD**

Solve. Write or draw to explain.

10. Julie has 42 sheets of paper.
She gives 17 sheets to Kari.
How many sheets of paper
does she have left?

_____ sheets of paper

Lesson Check (MA.2.A.2.2)

1. What is the difference?

$$\begin{array}{r} 73 \\ - 47 \\ \hline \end{array}$$

- (A) 25 (C) 35
(B) 26 (D) 36

2. What is the difference?

$$\begin{array}{r} 54 \\ - 13 \\ \hline \end{array}$$

- (F) 38 (H) 40
(G) 39 (I) 41

Review Grade 2 (MA.2.A.2.2)

3. What is the sum?

$$\begin{array}{r} 48 \\ + 27 \\ \hline \end{array}$$

- (A) 65 (C) 75
(B) 66 (D) 76

4. What is the sum?

$$\begin{array}{r} 44 \\ + 36 \\ \hline \end{array}$$

- (F) 80 (H) 61
(G) 70 (I) 60

← SPIRAL REVIEW

Look Back (MA.1.A.1.4)

5. What is the sum of

$$9 + 9 ?$$

- (A) 20 (C) 9
(B) 18 (D) 0

6. What is the difference for

$$14 - 7 ?$$

- (F) 21 (H) 7
(G) 13 (I) 6

← SPIRAL REVIEW

Use Addition to Check Subtraction



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Subtract. Add to check.

1.

$$\begin{array}{r} 92 \\ -27 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

2.

$$\begin{array}{r} 87 \\ -35 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

3.

$$\begin{array}{r} 74 \\ -28 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

4.

$$\begin{array}{r} 62 \\ -46 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

5.

$$\begin{array}{r} 55 \\ -17 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

6.

$$\begin{array}{r} 40 \\ -19 \\ \hline \end{array} + \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

7. Emma needs to read 56 pages. She finished reading 38 pages. How many pages does she have left to read?

_____ pages

Lesson Check (MA.2.A.2.2)

1. What is the difference?

$$\begin{array}{r} 48 \\ - 19 \\ \hline \end{array}$$

- (A) 29 (C) 49
(B) 39 (D) 67

2. What is the difference?

$$\begin{array}{r} 53 \\ - 28 \\ \hline \end{array}$$

- (F) 15 (H) 35
(G) 25 (I) 45

Review Grade 2 (MA.2.A.2.2)

3. What is the sum?

$$\begin{array}{r} 27 \\ + 27 \\ \hline \end{array}$$

- (A) 0 (C) 46
(B) 44 (D) 54

4. What is the sum?

$$\begin{array}{r} 37 \\ + 58 \\ \hline \end{array}$$

- (F) 21 (H) 95
(G) 85 (I) 96

← SPIRAL REVIEW

Look Back (MA.1.A.1.4)

5. What is the difference?

$$13 - 5 = \underline{\quad}$$

- (A) 9 (C) 7
(B) 8 (D) 6

6. What is the difference?

$$9 - 4 = \underline{\quad}$$

- (F) 13 (H) 5
(G) 6 (I) 3

← SPIRAL REVIEW

Chapter 6 Extra Practice

Lesson 6.1 (pp. 217 – 220)

Use a hundred chart. Write the difference.

1. $21 - 11 = \underline{10}$

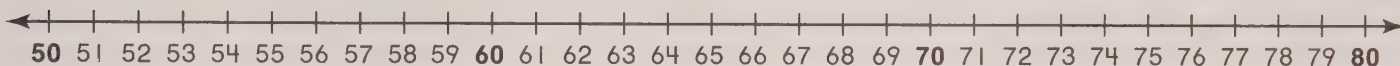
2. $38 - 12 = \underline{\quad}$

3. $47 - 26 = \underline{\quad}$

4. $88 - 18 = \underline{\quad}$

Lesson 6.2 (pp. 221 – 224)

Break apart ones to subtract. Write the difference.



1. $73 - 7 = \underline{66}$

2. $67 - 9 = \underline{\quad}$

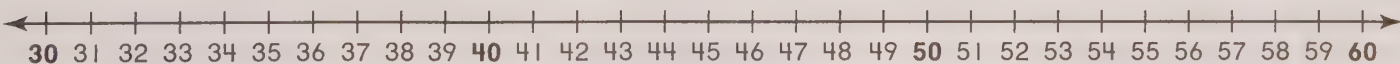
3. $64 - 8 = \underline{\quad}$

4. $75 - 6 = \underline{\quad}$

Lesson 6.3 (pp. 225 – 228)

Break apart the number you are subtracting.

Write the difference.



1. $56 - 17 = \underline{\quad}$

2. $53 - 19 = \underline{\quad}$

3. $55 - 12 = \underline{\quad}$

4. $52 - 18 = \underline{\quad}$

Lesson 6.4 (pp. 229 – 232)

Solve. Write or draw to explain.

1. Mr. Lett has 48 bottles of soap. He used 13 of them this week. How many bottles of soap are left over?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

_____ bottles of soap

2. Mrs. Young has 34 files on her desk. She put 18 files away. How many files are left on the desk?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

_____ files

Lesson 6.5 (pp. 233 – 235)

Find the nearest ten for each number.
Subtract to estimate.

1. $44 - 29 = ?$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

An estimate for the difference
is _____.

2. $61 - 38 = ?$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

An estimate for the difference
is _____.

Chapter 6 Extra Practice

Lesson 6.7 (pp. 241 – 244)

Draw quick pictures to solve. Write the difference.

1.

Tens	Ones
4	5
— 1	9

Tens	Ones

2.

Tens	Ones
5	3
— 2	6

Tens	Ones

Lesson 6.8 (pp. 245 – 248)

Regroup if you need to. Write the difference.

1.

Tens	Ones
3	2
— 1	8

2.

Tens	Ones
7	3
— 4	4

3.

Tens	Ones
4	8
— 2	3

4.

Tens	Ones
6	8
— 3	9

5.

Tens	Ones
5	7
— 1	8

6.

Tens	Ones
8	3
— 4	6

Lesson 6.10 (pp. 253 – 256)

Write the difference.

1.

$$\begin{array}{r} 60 \\ - 48 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 49 \\ - 24 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 99 \\ - 54 \\ \hline \end{array}$$

Lesson 6.11 (pp. 257 – 260)

Subtract. Add to check.

1.

$$\begin{array}{r} 82 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

2.

$$\begin{array}{r} 77 \\ - 55 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

3.

$$\begin{array}{r} 64 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

4.

$$\begin{array}{r} 51 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

School-Home Letter

Dear Family,

My class started Chapter 7 this week. We will learn how to add 3-digit numbers, including regrouping ones and tens. We will also learn how to estimate sums.

Love, _____

Vocabulary Power

addends Numbers added together in addition problems

$$\begin{array}{c} 7 + 2 = 9 \\ \uparrow \quad \uparrow \\ \text{addends} \end{array}$$

regroup When the sum is 10 or greater, it is necessary to exchange 10 ones for 1 ten.

sum Answer to an addition problem

$$\begin{array}{c} 7 + 2 = 9 \\ \quad \uparrow \\ \quad \text{sum} \end{array}$$

Home Activity

To practice adding 3-digit numbers, take turns pulling cards from a number card deck. Turn every three cards into a 3-digit addend and add them together. Whoever reaches 900 first wins.

20	10	8
----	----	---

Literature

Reading math stories reinforces learning. Look for these books at the library.

Betcha!

by Stuart J. Murphy.
HarperCollins, 1997.

A Collection for Kate

by Barbara Derubertis.
Kane Press, 1999.

Carta para la casa

Querida familia:

Mi clase comenzó esta semana el Capítulo 7. Aprenderemos a sumar números de 3 dígitos, incluyendo la reagrupación de unidades y decenas. También aprenderemos a estimar sumas.

Con cariño, _____

El poder del vocabulario

sumandos números que se suman unos a otros en problemas de suma

$$\begin{array}{c} 7 + 2 = 9 \\ \uparrow \quad \uparrow \\ \text{sumandos} \end{array}$$

reagrupar Cuando la suma es 10 o mayor, es necesario convertir 10 unidades en 1 decena.

suma resultado de un problema de suma

$$\begin{array}{c} 7 + 2 = 9 \\ \quad \uparrow \\ \text{suma} \end{array}$$

Actividad para la casa

Para practicar la suma de números de 3 dígitos, túrnense para sacar tarjetas con números de una pila. Cada tres tarjetas, usen los números para formar sumandos de 3 dígitos y súmenlos. El que alcance primero 900, gana.

20	10	8
----	----	---

Literatura

Leer cuentos de matemáticas refuerza el aprendizaje. Busquen estos libros en la biblioteca.

Betcha!

por Stuart J. Murphy.
HarperCollins, 1997.

A Collection for Kate

por Barbara Derubertis.
Kane Press, 1999.

Break Apart 3-Digit Addends

MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

**Break apart the addends.
Solve for the total sum.**

1.
$$\begin{array}{r} 518 \\ + 221 \\ \hline \end{array} \rightarrow \begin{array}{r} \underline{\quad} + \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

2.
$$\begin{array}{r} 438 \\ + 142 \\ \hline \end{array} \rightarrow \begin{array}{r} \underline{\quad} + \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

3.
$$\begin{array}{r} 324 \\ + 239 \\ \hline \end{array} \rightarrow \begin{array}{r} \underline{\quad} + \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} + \underline{\quad} \\ \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

PROBLEM SOLVING**REAL WORLD**

Solve. Write or draw to explain.

4. There are 126 crayons in the bucket.
A teacher adds 144 more crayons to
the bucket. How many crayons are
in the bucket now?

_____ crayons

Lesson Check (MA.2.A.2.2)

1. What is the sum?

$$\begin{array}{r} 243 \\ + 319 \\ \hline \end{array}$$

- Ⓐ 571 Ⓒ 553
Ⓑ 562 Ⓓ 512

2. What is the sum?

$$\begin{array}{r} 664 \\ + 113 \\ \hline \end{array}$$

- Ⓕ 551 Ⓗ 775
Ⓖ 773 Ⓘ 777

Review Grade 2 (MA.2.A.2.2)

3. What is the difference?

$$42 - 7 = \underline{\quad}$$

- Ⓐ 49 Ⓒ 35
Ⓑ 38 Ⓓ 34

4. What is the difference?

$$35 - 8 = \underline{\quad}$$

- Ⓕ 27 Ⓗ 41
Ⓖ 31 Ⓘ 43

← SPIRAL REVIEW

Look Back (MA.1.A.1.1)

5. What is the difference?

$$7 - 7 = \underline{\quad}$$

- Ⓐ 0 Ⓒ 14
Ⓑ 7 Ⓓ 77

6. What is the difference?

$$12 - 0 = \underline{\quad}$$

- Ⓕ 0 Ⓗ 10
Ⓖ 2 Ⓘ 12

← SPIRAL REVIEW

Use Manipulatives • 3-Digit Addition**Use manipulatives to solve.****Draw quick pictures of your models.**

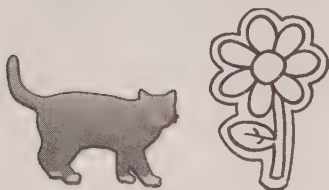
MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

1. Sarah used 126 red beads and 126 blue beads to make bracelets for her friends. How many beads did she use in all?



_____ beads

2. Hayden has 257 animal stickers. His sister has 213 flower stickers. How many stickers do the two children have?



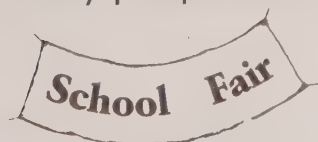
_____ stickers

3. Nolan counted 147 books about space and 235 books about plants in the library. How many books did he count in all?



_____ books

4. On Friday, 278 people went to the school fair. On Saturday, 300 people went to the fair. How many people went to the fair on the two days?



_____ people

Lesson Check (MA.2.A.2.2)

- There were 419 adults and 278 children at the soccer game. How many people were at the soccer game?
 (A) 597 (C) 687
 (B) 607 (D) 697
- On Saturday, 379 boys and 412 girls went to the science museum. How many children went to the museum on Saturday?
 (F) 781 (H) 791
 (G) 790 (I) 801

Review Grade 2 (MA.2.A.2.2)

- Kenisha has 24 toy animals. She keeps 17 of them in her closet and the others on her desk. How many toy animals are on her desk?
 (A) 41
 (B) 13
 (C) 7
 (D) 3
- Mr. Li bought 48 pieces of wood to build a shed. He used 29 pieces of wood. How many pieces of wood does he have left?
 (F) 19
 (G) 21
 (H) 29
 (I) 77

← SPIRAL REVIEW

Look Back (MA.1.A.1.1)

- Brad has 7 toy cars on one shelf and 5 toy cars on another shelf. How many toy cars does Brad have on the two shelves?
 (A) 2
 (B) 5
 (C) 7
 (D) 12
- There are 8 birds in the maple tree and 6 birds in the oak tree. How many birds are in the two trees?
 (F) 14
 (G) 12
 (H) 8
 (I) 2

← SPIRAL REVIEW

Estimate Sums for 3-Digit Addition

MA.2.A.2.3 Estimate solutions to multi-digit addition and subtraction problems, through three digits.

**Find the nearest hundred for each number.
Add to estimate.**

1. Estimate the sum for $332 + 459$.



An estimate for the sum is _____.

2. Estimate the sum for $329 + 172$.



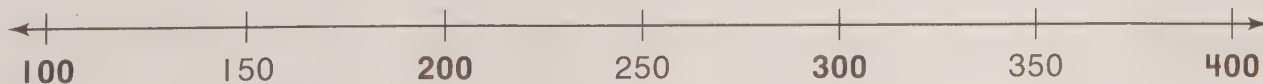
An estimate for the sum is _____.

PROBLEM SOLVING
REAL WORLD

Solve. Write or draw to explain.

3. Anja collects shells at the beach. She has 377 shells in a box and 219 shells in a pail.

Estimate the number of shells Anja has in all.



An estimate for the sum is _____.

Lesson Check (MA.2.A.2.3)

1. Which is the best estimate for the sum $455 + 236$?



- (A) 200 (B) 400 (C) 700 (D) 900

Review Grade 2 (MA.2.A.2.2)

2. What is the difference?

$$41 - 5 = \underline{\quad}$$

- (F) 29
(G) 34
(H) 36
(I) 46

3. What is the difference?

$$82 - 19 = \underline{\quad}$$

- (A) 63
(B) 67
(C) 71
(D) 73

← SPIRAL REVIEW

Look Back (MA.1.A.1.4)

4. What is the sum?

$$12 + 6 = \underline{\quad}$$

- (F) 19
(G) 18
(H) 17
(I) 16

5. What is the sum?

$$11 + 8 = \underline{\quad}$$

- (A) 18
(B) 19
(C) 20
(D) 21

← SPIRAL REVIEW

**Record 3-Digit Addition:
Regroup Ones**

MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Write the sum.

1.

	Hundreds	Tens	Ones
	1	4	8
+	2	3	4

2.

	Hundreds	Tens	Ones
	3	2	9
+	3	1	8

3.

	Hundreds	Tens	Ones
	4	1	4
+	1	7	9

4.

	Hundreds	Tens	Ones
	6	0	2
+	2	5	8

PROBLEM SOLVING**REAL
WORLD**

Solve. Write or draw to explain.

5. In the flower gardens at the museum, workers planted 258 yellow daisies and 135 white daisies. How many daisies did they plant?



_____ daisies

Lesson Check (MA.2.A.2.2)

1. What is the sum?

$$\begin{array}{r} 513 \\ + 348 \\ \hline \end{array}$$

- (A) 851 (C) 861
(B) 860 (D) 951

2. What is the sum?

$$\begin{array}{r} 432 \\ + 359 \\ \hline \end{array}$$

- (F) 727 (H) 787
(G) 781 (I) 791

Review Grade 2 (MA.2.A.2.2)

3. What is the difference?

$$\begin{array}{r} 51 \\ - 27 \\ \hline \end{array}$$

- (A) 78 (C) 26
(B) 36 (D) 24

4. What is the difference?

$$\begin{array}{r} 42 \\ - 36 \\ \hline \end{array}$$

- (F) 6 (H) 26
(G) 14 (I) 78

SPIRAL REVIEW

Look Back (MA.1.A.1.3)

5. What is the sum?

$$\begin{array}{r} 5 \\ 3 \\ + 5 \\ \hline \end{array}$$

- (A) 9 (C) 13
(B) 10 (D) 14

6. What is the sum?

$$\begin{array}{r} 8 \\ 2 \\ + 6 \\ \hline \end{array}$$

- (F) 8 (H) 15
(G) 10 (I) 16

SPIRAL REVIEW

**Record 3-Digit Addition:
Regroup Tens**

MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies including invented and standard algorithms and explanations of those procedures.

Write the sum.

1.

1	8	7
+	2	3

2.

3	2	2
+	3	9

3.

4	4	5
+		3

4.

6	2	0
+	2	8

5.

6	7	1
+	1	5

6.

4	6	7
+	4	8

PROBLEM SOLVING**REAL WORLD**

Write or draw to explain.

7. At the toy store there are 142 toy cars and 293 toy trucks. How many toy cars and trucks are at the store?

_____ toy cars and trucks

Lesson Check (MA.2.A.2.2)

1. What is the sum?

$$\begin{array}{r} 455 \\ + 281 \\ \hline \end{array}$$

- (A) 234 (C) 636
(B) 274 (D) 736

2. What is the sum?

$$\begin{array}{r} 315 \\ + 92 \\ \hline \end{array}$$

- (F) 307 (H) 407
(G) 383 (I) 514

Review Grade 2 (MA.2.A.2.2)

3. What is the difference?

$$\begin{array}{r} 83 \\ - 52 \\ \hline \end{array}$$

- (A) 21 (C) 31
(B) 29 (D) 35

4. What is the difference?

$$\begin{array}{r} 75 \\ - 26 \\ \hline \end{array}$$

- (F) 49 (H) 59
(G) 51 (I) 61

SPIRAL REVIEW

Look Back (MA.1.A.1.1)

5. Which is the missing number?

$$8 + \underline{\quad} = 12$$

- (A) 3 (C) 5
(B) 4 (D) 6

6. Which is the missing number?

$$6 + \underline{\quad} = 10$$

- (F) 3 (H) 5
(G) 4 (I) 6

SPIRAL REVIEW

3-Digit Addition



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Write the sum.

1.

5	4	7
+ 4	3	5

2.

3	6	7
+ 2	8	4

3.

4	8	5
+ 4	5	6

4.

1	8	7
+ 3	0	6

5.

6	4	7
+ 1	2	8

6.

5	2	3
+ 1	7	4

Rewrite the numbers. Then add.

7. $255 + 231$

$\begin{array}{r} + \\ \hline \end{array}$

8. $294 + 176$

$\begin{array}{r} + \\ \hline \end{array}$

9. $375 + 364$

$\begin{array}{r} + \\ \hline \end{array}$

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

10. Saul and Luisa each scored 167 points on a computer game. How many points did they score in all?

_____ points

Lesson Check (MA.2.A.2.2)

1. What is the sum?

$$\begin{array}{|c|c|c|} \hline 1 & 2 & 6 \\ + 4 & 3 & 3 \\ \hline & & \\ \hline \end{array}$$

- (A) 569 (C) 553
(B) 559 (D) 313

2. What is the sum?

$$\begin{array}{|c|c|c|} \hline 4 & 7 & 8 \\ + 2 & 3 & 5 \\ \hline & & \\ \hline \end{array}$$

- (F) 603 (H) 713
(G) 613 (I) 723

Review Grade 2 (MA.2.A.2.2)

3. 24 people wore blue to the game. 26 people wore orange to the game. How many people wore blue or orange to the game?

- (A) 40 (C) 60
(B) 50 (D) 70

4. At the game, 37 people bought a small bag of popcorn and 61 people bought a big bag of popcorn. How many people bought bags of popcorn?

- (F) 36 (H) 89
(G) 37 (I) 98

← SPIRAL REVIEW

Look Back (MA.1.A.2.2)

5. How many tens and ones are in 87?

- (A) 8 tens 7 ones
(B) 7 tens 8 ones
(C) 87 tens
(D) 80 tens 7 ones

6. How many tens and ones are in 65?

- (F) 5 tens 6 ones
(G) 6 tens 5 ones
(H) 56 tens
(I) 60 tens 5 ones

← SPIRAL REVIEW

Practice 3-Digit Addition



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Write the sum.

1.

$$\begin{array}{r} 532 \\ + 248 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 126 \\ + 458 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 323 \\ + 325 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 243 \\ + 369 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 743 \\ + 218 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 423 \\ + 156 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 737 \\ + 205 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 347 \\ + 324 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 481 \\ + 172 \\ \hline \end{array}$$

PROBLEM SOLVING**REAL WORLD**

Solve.

10. Last week Paulo read 185 pages about space travel. This week he read 185 pages about animals. How many pages did he read in the two weeks?

_____ pages

Lesson Check (MA.2.A.2.2)

1. What is the sum?

$$\begin{array}{r} 816 \\ + 167 \\ \hline \end{array}$$

- (A) 983 (C) 751
(B) 973 (D) 649

2. What is the sum?

$$\begin{array}{r} 371 \\ + 456 \\ \hline \end{array}$$

- (F) 125 (H) 735
(G) 727 (I) 827

Review Grade 2 (MA.2.A.2.2)



3. What is the sum?

$$34 + 7 = \underline{\quad}$$

- (A) 31 (C) 41
(B) 33 (D) 104

4. What is the sum?

$$53 + 18 = \underline{\quad}$$

- (F) 73 (H) 61
(G) 71 (I) 45

Look Back (MA.1.A.1.1)



5. What is the missing number?

$$7 + \underline{\quad} = 12$$

- (A) 7 (C) 5
(B) 6 (D) 4

6. What is the missing number?

$$\underline{\quad} + 8 = 12$$

- (F) 2 (H) 6
(G) 4 (I) 8

Chapter 7 Extra Practice

Lesson 7.1 (pp. 269 – 272)

Break apart the addends. Solve for the total sum.

1.
$$\begin{array}{r} 121 \rightarrow \underline{\quad} + \underline{\quad} + \underline{\quad} \\ + 269 \rightarrow \underline{\quad} + \underline{\quad} + \underline{\quad} \\ \hline \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

2.
$$\begin{array}{r} 424 \rightarrow \underline{\quad} + \underline{\quad} + \underline{\quad} \\ + 260 \rightarrow \underline{\quad} + \underline{\quad} + \underline{\quad} \\ \hline \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

Lesson 7.2 (pp. 273 – 276)

Solve. Write or draw to explain.

1. Leif painted 128 houses this year. He painted 108 last year. How many houses has Leif painted in all?

_____ houses

2. On Saturday, 468 light sticks were sold at the circus. On Sunday, 385 light sticks were sold. How many light sticks were sold on the two days?

_____ light sticks

Lesson 7.3 (pp. 277 – 279)

Find the nearest hundred for each number.

Add to estimate.

1. Estimate the sum for $238 + 185$.



An estimate for the sum is _____.

2. Estimate the sum for $345 + 230$.



An estimate for the sum is _____.

Lesson 7.4 (pp. 281 – 284)

Write the sum.

1.

	Hundreds	Tens	Ones
	6	5	8
+	2	1	6

2.

	Hundreds	Tens	Ones
	4	0	3
+	3	2	9

Name _____

Chapter 7 Extra Practice

Lesson 7.5 – 7.6 (pp. 285 – 292)

Write the sum.

1.

2	9	6
+ 5	8	5

2.

3	6	8
+ 4	6	4

3.

4	5	6
+ 2	4	4

4.

2	5	8
+ 4	3	3

5.

3	4	4
+ 2	6	7

6.

8	0	5
+	5	6

7.

5	4	6
+ 4	3	5

8.

3	2	7
+ 2	8	4

9.

4	6	5
+ 4	5	6

10.

1	8	7
+ 3	0	6

11.

6	4	7
+ 1	2	8

12.

5	2	3
+ 1	7	6

Lesson 7.7 (pp. 293 – 296)

Write the sum.

1.

$$\begin{array}{r} 456 \\ + 321 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 324 \\ + 476 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 414 \\ + 257 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 243 \\ + 578 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 643 \\ + 289 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 723 \\ + 186 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 244 \\ + 312 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 233 \\ + 284 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 630 \\ + 279 \\ \hline \end{array}$$

10.

$$\begin{array}{r} 354 \\ + 362 \\ \hline \end{array}$$

11.

$$\begin{array}{r} 157 \\ + 23 \\ \hline \end{array}$$

12.

$$\begin{array}{r} 500 \\ + 279 \\ \hline \end{array}$$

School-Home Letter

Dear Family,

My class started Chapter 8 this week. It is about subtracting 3-digit numbers. We will learn about regrouping tens and hundreds. We will also learn how to estimate differences.

Love, _____

Vocabulary Power

difference The answer to a subtraction problem

subtract To take away



$$5 - 2 = 3$$

Home Activity

Write subtraction problems with two 3-digit numbers for your child. Write some of the problems where regrouping is needed and other problems where regrouping is not needed.

462
– 341

796
– 578

Literature

Reading math stories reinforces learning. Look for these books at the library to read with your child.

Betcha! Estimating
by Stuart J. Murphy.
HarperCollins
Publishers, 1997.

The Action of Subtraction
by Brian P. Cleary.
Millbrook Press, 2006.

Carta para la casa

Querida familia:

Mi clase comenzó esta semana el Capítulo 8. En este capítulo, estudiaremos las restas de números de 3 dígitos. Aprenderemos a reagrupar unidades y decenas, y a estimar restas.

Con cariño, _____

El poder del vocabulario

diferencia la solución a un problema de resta

restar quitar



$$5 - 2 = 3$$

Actividad para la casa

Escriba problemas de resta con números de 3 dígitos, para que su hijo los resuelva. Escriba algunos problemas en los que sea necesario reagrupar y otros en los que no sea necesario reagrupar.

462
– 341

796
– 578

Literatura

Leer cuentos de matemáticas refuerza los conceptos. Busquen estos libros en la biblioteca para leer juntos.

Betcha! Estimating

por Stuart J. Murphy.
HarperCollins
Publishers, 1997.

The Action of Subtraction

por Brian P. Cleary.
Millbrook Press, 2006.

A Different Way to Subtract



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Change numbers to make subtracting easier. Find the difference.

1.

$$\begin{array}{r} 925 \\ - 298 \\ \hline \end{array} \longrightarrow \begin{array}{r} 925 \\ - \\ \hline \end{array}$$
$$\begin{array}{r} + \\ \hline \end{array}$$

2.

$$\begin{array}{r} 877 \\ - 492 \\ \hline \end{array} \longrightarrow \begin{array}{r} 877 \\ - \\ \hline \end{array}$$
$$\begin{array}{r} + \\ \hline \end{array}$$

3.

$$\begin{array}{r} 738 \\ - 195 \\ \hline \end{array} \longrightarrow \begin{array}{r} 738 \\ - \\ \hline \end{array}$$
$$\begin{array}{r} + \\ \hline \end{array}$$

4.

$$\begin{array}{r} 656 \\ - 391 \\ \hline \end{array} \longrightarrow \begin{array}{r} 656 \\ - \\ \hline \end{array}$$
$$\begin{array}{r} + \\ \hline \end{array}$$

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

5. Mrs. Martin has 678 polished stones. She gave 297 of them to her art class. How many stones does she have left?

_____ stones

Lesson Check (MA.2.A.2.2)

1. What is the difference?

$$\begin{array}{r} 648 \\ -399 \\ \hline \end{array}$$

- (A) 239 (C) 349
(B) 249 (D) 359

2. What is the difference?

$$\begin{array}{r} 553 \\ -198 \\ \hline \end{array}$$

- (F) 355 (H) 335
(G) 345 (I) 325

Review Grade 2 (MA.2.A.2.2)

3. What is the sum?

$$\begin{array}{r} 327 \\ +257 \\ \hline \end{array}$$

- (A) 70 (C) 577
(B) 177 (D) 584

4. What is the sum?

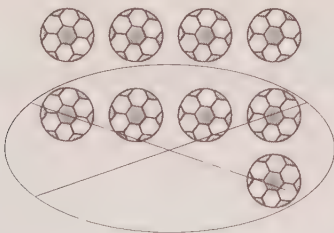
$$\begin{array}{r} 637 \\ +358 \\ \hline \end{array}$$

- (F) 279 (H) 995
(G) 985 (I) 996

← SPIRAL REVIEW

Look Back (MA.1.A.1.1)

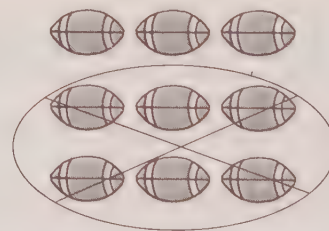
5. What is the difference?



$$9 - 5 = \underline{\quad}$$

- (A) 14 (C) 6
(B) 9 (D) 4

6. What is the difference?



$$9 - 6 = \underline{\quad}$$

- (F) 15 (H) 3
(G) 9 (I) 0

← SPIRAL REVIEW

Use Manipulatives • 3-Digit Subtraction

MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies including invented and standard algorithms and explanations of those procedures.

Use manipulatives to solve.

Draw quick pictures of your models.

1. The snack shop on the beach sells hot dogs. There were 432 hot dogs at the beginning of the week. Then 116 hot dogs were bought. How many hot dogs are left?

_____ hot dogs

2. There were 395 lemon ice cups at the snack shop. People bought 177 lemon ice cups. How many lemon ice cups are still at the snack shop?

_____ cups

3. There were 576 bottles of water at the snack shop. People bought 469 bottles of water. How many bottles of water are left?

_____ bottles

4. There were 279 bags of apple chips at the store. Then 134 bags of apple chips were bought today. How many bags of apple chips are left?

_____ bags of apple chips

Lesson Check (MA.2.A.2.2)

1. The Jones family is driving 289 miles to the beach. They already drove 187 miles. How many more miles do they have left to drive?

(A) 100
(C) 104

(B) 102
(D) 106
2. A total of 366 people are traveling on a plane to Orlando. There are 101 people already on the plane. How many more people need to get on the plane?

(F) 467
(H) 260

(G) 265
(I) 255

Review Grade 2 (MA.2.A.2.2)

3. 598 people came to watch the race. 368 more people joined them. How many people came to watch the race in all?

(A) 230

(B) 330

(C) 866

(D) 966
4. 723 people visited the museum on Friday. Another 148 people visited on Saturday. How many people visited the museum in all?

(F) 575

(G) 625

(H) 871

(I) 971

Look Back (MA.1.A.1.3)

What is the missing number?

5. $8 + 5 = 5 + \underline{\quad}$

(A) 8

(B) 7

(C) 6

(D) 5
6. $6 + 5 = 5 + \underline{\quad}$

(F) 8

(G) 7

(H) 6

(I) 5

Estimate Differences for 3-Digit Subtraction



MA.2.A.2.3 Estimate solutions to multi-digit addition and subtraction problems, through three digits.

Find the nearest hundred for each number.
Subtract to estimate.

1. Estimate the difference for $421 - 235$.



An estimate for the difference is _____.

2. Estimate the difference for $714 - 586$.



An estimate for the difference is _____.

3. Estimate the difference for $389 - 175$.



An estimate for the difference is _____.

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

4. Park School is selling 525 raffle tickets to raise money. The second graders sold 318 tickets. About many tickets are left to sell?

about _____ tickets

Lesson Check (MA.2.A.2.3)

1. Which is the best estimate for $565 - 278$?



- (A) 300 (B) 400 (C) 500 (D) 600

Review Grade 2 (MA.2.A.2.3)

← SPIRAL REVIEW

2. Which is the best estimate for $171 + 345$?



- (F) 200 (G) 400 (H) 500 (I) 600

Look Back (MA.1.A.1.3)

← SPIRAL REVIEW

What is the difference?

3. $9 - 9 = \underline{\quad}$

- (A) 0
(B) 9
(C) 16
(D) 18

4. $7 - 0 = \underline{\quad}$

- (F) 0
(G) 1
(H) 7
(I) 70

Record 3-Digit Subtraction: Regroup Tens



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Solve. Write the difference.

1.

	Hundreds	Tens	Ones
—	7	7	4
—	2	3	6

2.

	Hundreds	Tens	Ones
—	5	5	1
—	1	1	3

3.

	Hundreds	Tens	Ones
—	4	9	4
—	2	7	8

4.

	Hundreds	Tens	Ones
—	7	7	2
—	2	5	4

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

5. The store had 985 pencils for sale. They sold 559 pencils. How many pencils are left to sell?

_____ pencils

Lesson Check (MA.2.A.2.2)

1. What is the difference?

$$\begin{array}{r} 593 \\ - 348 \\ \hline \end{array}$$

- Ⓐ 941 Ⓒ 255
Ⓑ 831 Ⓓ 245

2. What is the difference?

$$\begin{array}{r} 492 \\ - 288 \\ \hline \end{array}$$

- Ⓕ 780 Ⓗ 204
Ⓖ 214 Ⓘ 194

Review Grade 2 (MA.2.A.2.2)

3. What is the sum?

$$\begin{array}{r} 451 \\ + 227 \\ \hline \end{array}$$

- Ⓐ 678 Ⓒ 636
Ⓑ 676 Ⓓ 224

4. What is the sum?

$$\begin{array}{r} 442 \\ + 536 \\ \hline \end{array}$$

- Ⓕ 94 Ⓗ 987
Ⓖ 978 Ⓘ 988

← SPIRAL REVIEW

Look Back (MA.1.A.1.4)

5. What is the difference?

$$12 - 6 = \underline{\quad}$$

- Ⓐ 7 Ⓒ 5
Ⓑ 6 Ⓓ 4

6. What is the difference?

$$10 - 5 = \underline{\quad}$$

- Ⓕ 0 Ⓗ 10
Ⓖ 5 Ⓘ 15

← SPIRAL REVIEW

Record 3-Digit Subtraction: Regroup Hundreds



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Solve. Write the difference.

1.

	Hundreds	Tens	Ones
	7	2	7
—	2	5	6
—			

2.

	Hundreds	Tens	Ones
	8	5	7
—	1	8	3
—			

3.

	Hundreds	Tens	Ones
	6	3	9
—	4	7	2
—			

4.

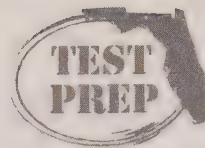
	Hundreds	Tens	Ones
	5	4	8
—	3	6	3
—			

PROBLEM SOLVING REAL WORLD

Solve. Write or draw to explain.

5. The sunglass shop had 875 pairs of sunglasses for sale. It sold 282 pairs this morning. How many pairs of sunglasses are left to sell?

_____ pairs of sunglasses



Lesson Check (MA.2.A.2.2)

1. What is the difference?

$$\begin{array}{r} 643 \\ - 381 \\ \hline \end{array}$$

- (A) 242 (C) 262
(B) 252 (D) 342

2. What is the difference?

$$\begin{array}{r} 473 \\ - 351 \\ \hline \end{array}$$

- (F) 82 (H) 122
(G) 92 (I) 124

Review Grade 2 (MA.2.A.2.2)

3. What is the sum?

$$\begin{array}{r} 255 \\ + 374 \\ \hline \end{array}$$

- (A) 636 (C) 629
(B) 632 (D) 119

4. What is the sum?

$$\begin{array}{r} 342 \\ + 386 \\ \hline \end{array}$$

- (F) 708 (H) 720
(G) 718 (I) 728

Look Back (MA.1.A.1.4)

5. What is the difference?

$$11 - 6 = \underline{\quad}$$

- (A) 5 (C) 15
(B) 7 (D) 17

6. What is the difference?

$$13 - 5 = \underline{\quad}$$

- (F) 18 (H) 8
(G) 12 (I) 2

← SPIRAL REVIEW

← SPIRAL REVIEW

Practice 3-Digit Subtraction



MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.

Solve. Write the difference.

1.

$$\begin{array}{r} 816 \\ - 345 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 942 \\ - 163 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 796 \\ - 468 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 723 \\ - 543 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 927 \\ - 752 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 547 \\ - 289 \\ \hline \end{array}$$

PROBLEM SOLVING**REAL WORLD**

Solve. Write or draw to explain.

7. Mia's coloring book has 432 pages. She has already colored 178 pages. How many pages in the book are left to color?

_____ pages

Lesson Check (MA.2.A.2.2)

1. What is the difference?

$$\begin{array}{r} 349 \\ - 187 \\ \hline \end{array}$$

- (A) 162 (C) 462
(B) 242 (D) 536

2. What is the difference?

$$\begin{array}{r} 336 \\ - 178 \\ \hline \end{array}$$

- (F) 242 (H) 168
(G) 188 (I) 158

Review Grade 2 (MA.2.A.2.2)

3. What is the sum?

$$\begin{array}{r} 246 \\ + 533 \\ \hline \end{array}$$

- (A) 313 (C) 773
(B) 719 (D) 779

4. What is the sum?

$$\begin{array}{r} 222 \\ + 496 \\ \hline \end{array}$$

- (F) 708 (H) 720
(G) 718 (I) 728

← SPIRAL REVIEW

Look Back (MA.1.A.1.4)

5. What is the difference?

$$17 - 9 = \underline{\quad}$$

- (A) 8
(B) 9
(C) 10
(D) 12

6. What is the difference?

$$13 - 8 = \underline{\quad}$$

- (F) 15
(G) 11
(H) 6
(I) 5

← SPIRAL REVIEW

Subtract Across Zeros

MA.2.A.2.2 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies including invented and standard algorithms and explanations of those procedures.

Solve. Write the difference.

1.

$$\begin{array}{r} 806 \\ - 345 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 902 \\ - 783 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 704 \\ - 268 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 603 \\ - 244 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 505 \\ - 167 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 307 \\ - 154 \\ \hline \end{array}$$

PROBLEM SOLVING**REAL WORLD**

Solve. Write or draw to explain.

7. Seaside School has 303 students. There are 147 girls at Seaside School. How many boys are there at Seaside School?

_____ boys

Lesson Check (MA.2.A.2.2)

1. What is the difference?

$$\begin{array}{r} 301 \\ - 187 \\ \hline \end{array}$$

- (A) 114 (C) 186
(B) 116 (D) 286

2. What is the difference?

$$\begin{array}{r} 406 \\ - 268 \\ \hline \end{array}$$

- (F) 128 (H) 162
(G) 138 (I) 262

Review Grade 2 (MA.2.A.2.2)

3. What is the sum?

$$\begin{array}{r} 326 \\ + 158 \\ \hline \end{array}$$

- (A) 584 (C) 472
(B) 484 (D) 432

4. What is the sum?

$$\begin{array}{r} 555 \\ + 282 \\ \hline \end{array}$$

- (F) 847 (H) 737
(G) 837 (I) 273

← SPIRAL REVIEW

Look Back (MA.1.A.1.4)

5. What is the difference?

$$10 - 2 = \underline{\quad}$$

- (A) 12
(B) 9
(C) 8
(D) 7

6. What is the difference?

$$11 - 6 = \underline{\quad}$$

- (F) 4
(G) 5
(H) 15
(I) 17

← SPIRAL REVIEW

Chapter 8 Extra Practice

Lesson 8.1 (pp. 305 – 308)

Change numbers to make subtracting easier.
Find the difference.

1.

$$\begin{array}{r} 814 \\ - 398 \\ \hline \end{array}$$

$$\begin{array}{r} 814 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} + \\ \hline \end{array}$$

2.

$$\begin{array}{r} 777 \\ - 292 \\ \hline \end{array}$$

$$\begin{array}{r} 777 \\ - \\ \hline \end{array}$$

$$\begin{array}{r} + \\ \hline \end{array}$$

Lesson 8.2 (pp. 309 – 312)

Use manipulatives to solve.
Draw quick pictures of your models.

1. Trina knows the words to 129 songs.
Raphael knows the words to 149 songs.
How many more songs does
Raphael know?

_____ songs

2. The science museum sold 893 tickets
yesterday to both children and adults.
595 of those tickets were sold to children.
How many tickets were sold to adults?

_____ tickets

Lesson 8.3 (pp. 313 – 315)

Find the nearest hundred for each number.

Subtract to estimate.

1. Estimate the difference for $329 - 117$.



An estimate for the difference is _____.

2. Estimate the difference for $418 - 275$.



An estimate for the difference is _____.

Lesson 8.4 (pp. 317 – 320)

Solve. Write the difference.

1.

	Hundreds	Tens	Ones
	6	5	4
–	4	2	6

2.

	Hundreds	Tens	Ones
	8	4	1
–	5	3	3

Chapter 8 Extra Practice

Lessons 8.5 – 8.6 (pp. 321 – 328)

Solve. Write the difference.

1.

$$\begin{array}{r} 613 \\ - 283 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 531 \\ - 262 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 843 \\ - 489 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 844 \\ - 283 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 681 \\ - 312 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 223 \\ - 189 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 532 \\ - 178 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 754 \\ - 492 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 651 \\ - 598 \\ \hline \end{array}$$

Lesson 8.7 (pp. 329 – 332)

Solve. Write the difference.

1.

$$\begin{array}{r} 705 \\ - 545 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 801 \\ - 664 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 606 \\ - 148 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 508 \\ - 239 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 703 \\ - 347 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 306 \\ - 180 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 204 \\ - 176 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 405 \\ - 286 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 803 \\ - 397 \\ \hline \end{array}$$

10.

$$\begin{array}{r} 907 \\ - 548 \\ \hline \end{array}$$

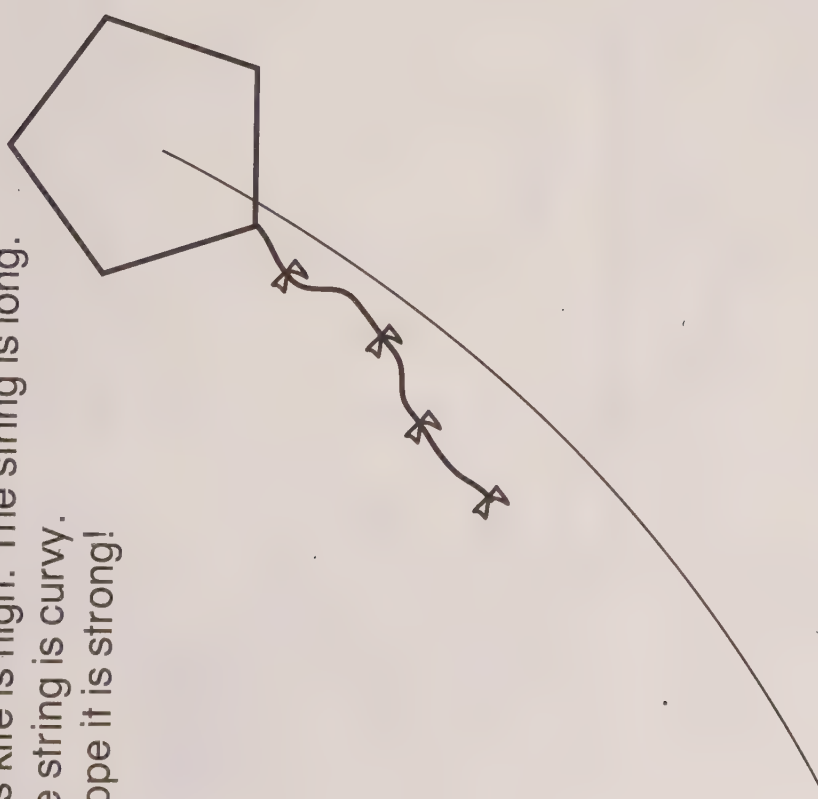
11.

$$\begin{array}{r} 209 \\ - 136 \\ \hline \end{array}$$

12.

$$\begin{array}{r} 608 \\ - 449 \\ \hline \end{array}$$

This kite is high. The string is long.
The string is curvy.
I hope it is strong!



fold here

Flying a Kite

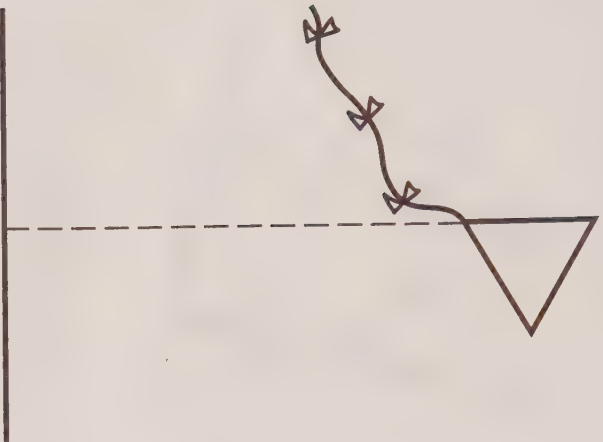


A Math Storybook

by _____

How can you measure the length of the kite string? Explain, then measure.

Kites can fly higher than a tree.
They can float above everything else
you see.

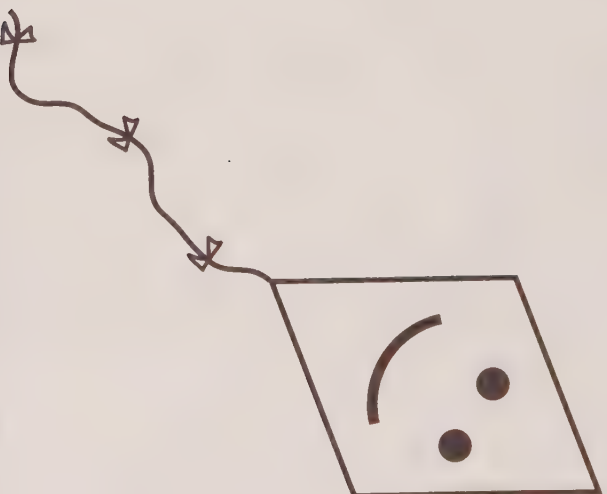


How high is this kite? Use small paper clips to
measure the dashed line.

height: about _____ paper clips

fold here

Kites can have many different shapes.
This kite has 4 corners.
What shape does it take?



How long is one side? What is the distance all
around? Use paper clips to measure.

one side: about _____ paper clips

all around: about _____ paper clips

School-Home Letter

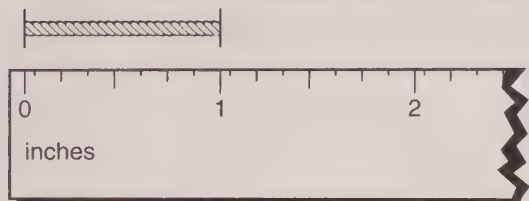
Dear Family,

My class started Chapter 9 this week. In this chapter, I will learn how to measure using string and rulers. I will also learn about inches, feet, yards, centimeters, and meters.

Love, _____

Vocabulary Power

inch (in.) Unit of length

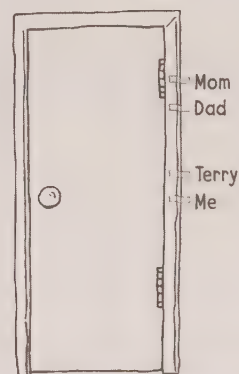


foot (ft) 12 inches

yard (yd) 3 feet

Home Activity

Record each member of the family's height with masking tape in a doorway of your house. Measure height in both inches and feet. Write each person's name and height on the tape.



Literature

Reading math stories reinforces ideas. Look for these books at the library.

Measuring Penny

by Loreen Leedy.
Henry Holt and
Company, 1998.

Length

by Henry Arthur
Pluckrose.
Children's Press, 1995.

Carta para la casa

Querida familia:

Mi clase comenzó esta semana el Capítulo 9. En este capítulo, aprenderé a medir con cuerda y reglas. También aprenderé lo que son las pulgadas, los pies, las yardas, los centímetros y los metros.

Con cariño, _____

El poder del vocabulario

pulgada unidad de longitud

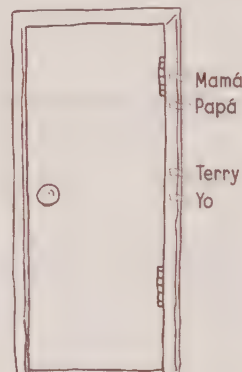


pie 12 pulgadas

yarda 3 pies

Actividad para la casa

Registren la altura de cada miembro de la familia en el marco de una puerta. Midan la altura de cada persona en pulgadas y pies, y márquenla con cinta de enmascarar. Escriban el nombre de la persona y la medida en la cinta.



Literatura

Leer cuentos de matemáticas refuerza los conceptos. Busquen estos libros en la biblioteca.

Measuring Penny

por Loreen Leedy.
Henry Holt and
Company, 1998.

Length

por Henry Arthur
Pluckrose.
Children's
Press, 1995.

Indirect Measurement



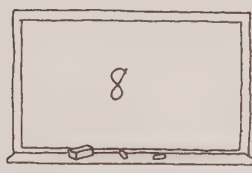
MA.2.G.3.3 Apply the Transitive Property when comparing lengths of objects.

Find the real objects. Use string and scissors. Circle the picture that answers the question.

1. Which is longer?



bookcase

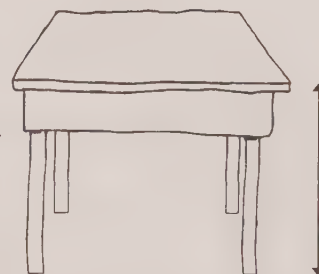


chalkboard

2. Which is shorter?

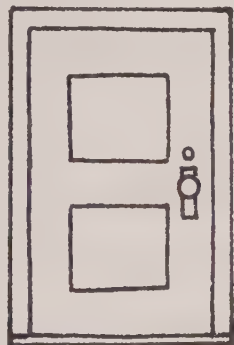


bulletin board



your desk

3. Which is wider?



door

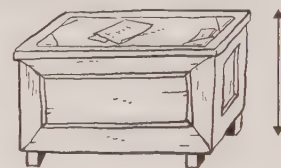


poster

4. Which is taller?



chalkboard



teacher's desk

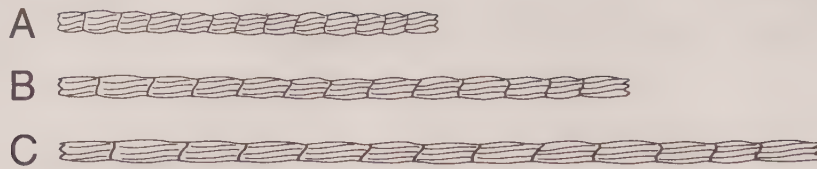
PROBLEM SOLVING

REAL WORLD

5. Think of an object that is shorter than your pencil.
Draw a picture of the object and label it.

Lesson Check (MA.2.G.3.3)

1. Which statement is true?



- (A) A is longer than B.
- (B) A is shorter than B.
- (C) C is shorter than A.
- (D) The three pieces of yarn are the same length.

Review Grade 2 (MA.2.A.1.1)

← SPIRAL REVIEW

2. Which of the following numbers has the digit 8 in the tens place?

- (F) 58
- (H) 802
- (G) 285
- (I) 978

3. Which of the following numbers has the digit 5 in the hundreds place?

- (A) 567
- (C) 325
- (B) 450
- (D) 259

Look Back (MA.1.G.5.2)

← SPIRAL REVIEW

4. Which line is the shortest?



- (F) line F
- (G) line G
- (H) line H
- (I) line I

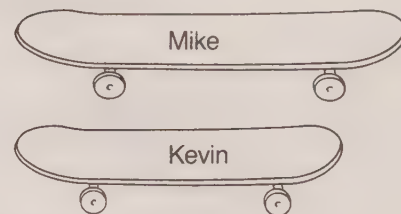
Compare Lengths



MA.2.G.3.3 Apply the Transitive Property when comparing lengths of objects.

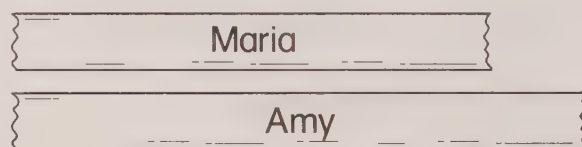
Write shorter than or longer than.

1. Mike's skateboard is longer than Kevin's skateboard. Kevin's skateboard is longer than Norm's skateboard.



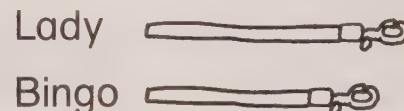
Mike's skateboard is _____ Norm's skateboard.

2. Maria's ribbon is shorter than Amy's ribbon. Amy's ribbon is shorter than Nicole's ribbon.



Maria's ribbon is _____ Nicole's ribbon.

3. Lady's leash is longer than Bingo's leash. Bingo's leash is longer than Muffin's leash.



Lady's leash is _____ Muffin's leash.

PROBLEM SOLVING

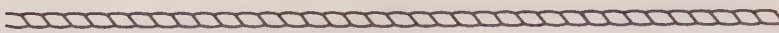
REAL WORLD

4. Trace the length of your pencil with a crayon. Draw a pencil that is longer than your pencil. Then draw a pencil that is shorter than your pencil.

Lesson Check (MA.2.G.3.3)

1. Which statement is true?

A 

B 

C 

- ☐ A A is shorter than B.
- ☐ B B is shorter than C.
- ☐ C C is shorter than A.
- ☐ D A, B, and C are the same length.

Review Grade 2 (MA.2.A.1.3)

2. Which number is less than 218?

- ☐ F 256 ☐ H 222
- ☐ G 230 ☐ I 209

3. Which number is greater than 352?

- ☐ A 95 ☐ C 349
- ☐ B 278 ☐ D 380

Look Back (MA.1.G.5.2)

4. Which string is the longest?

F 

G 

H 

I 

- ☐ F string F ☐ G string G ☐ H string H ☐ I string I

Measure with Inch Models



MA.2.G.3.1 Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.

Use color tiles. Measure the length of the object in inches.

1.



_____ inches

2.



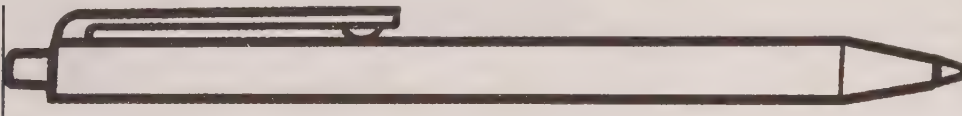
_____ inches

3.



_____ inches

4.



_____ inches

PROBLEM SOLVING

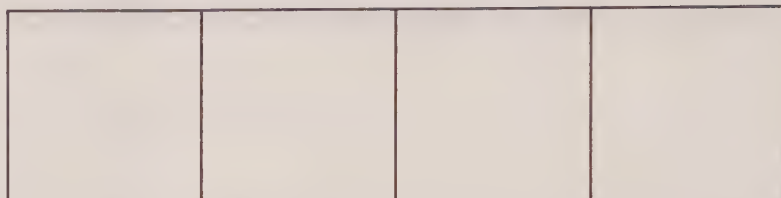
REAL WORLD

5. Look around your classroom.
Find something that is about 4 inches long.
Draw and label the object.

Lesson Check (MA.2.G.3.1)

1. Malia used color tiles to measure the rope.
How long is the rope?

- (A) 1 inch
- (B) 2 inches
- (C) 3 inches
- (D) 4 inches



Review Grade 2 (MA.2.A.1.1)

← SPIRAL REVIEW

2. What digit is in the hundreds place in 357?

- (F) 0
- (G) 3
- (H) 5
- (I) 7

3. What digit is in the tens place in 824?

- (A) 2
- (B) 4
- (C) 6
- (D) 8

Look Back (MA.1.A.4.1)

← SPIRAL REVIEW

4. Which number is next in the pattern?

2, 4, 6, 8, _____

- (F) 9
- (G) 10
- (H) 12
- (I) 14

5. Which number is next in the pattern?

3, 6, 9, 12, _____

- (A) 13
- (B) 14
- (C) 15
- (D) 16

Make and Use a Ruler

MA.2.G.3.1 Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.

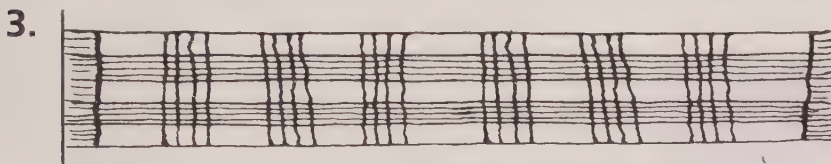
**Measure the length with your ruler.
Count how many inches.**



_____ inches



_____ inches



_____ inches



_____ inches

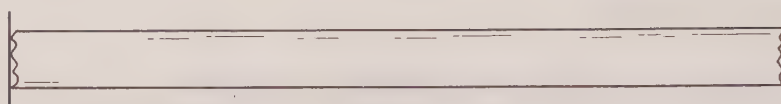
PROBLEM SOLVING**REAL WORLD**

5. Use your ruler. Measure the width of this page in inches.

_____ inches

Lesson Check (MA.2.G.3.1)

1. Use your ruler. What is the length of this ribbon?



- ☐ (A) 2 inches ☐ (C) 4 inches
☐ (B) 3 inches ☐ (D) 5 inches

Review Grade 2 (MA.2.A.4.1)



2. Use the table.

There are 3 wheels on each tricycle.

How many wheels are on 4 tricycles?

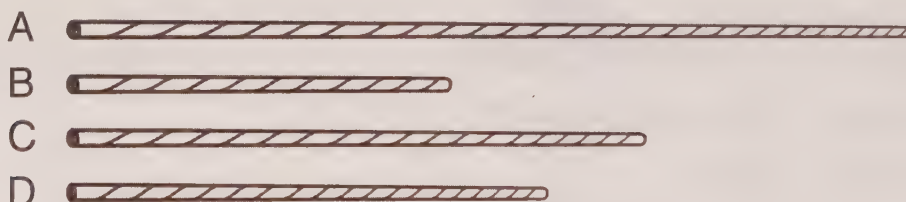
number of tricycles	1	2	3	4
number of wheels	3	6	9	

- ☐ (F) 3 ☐ (G) 9 ☐ (H) 10 ☐ (I) 12

Look Back (MA.1.G.5.2)



3. Which straw is the shortest?



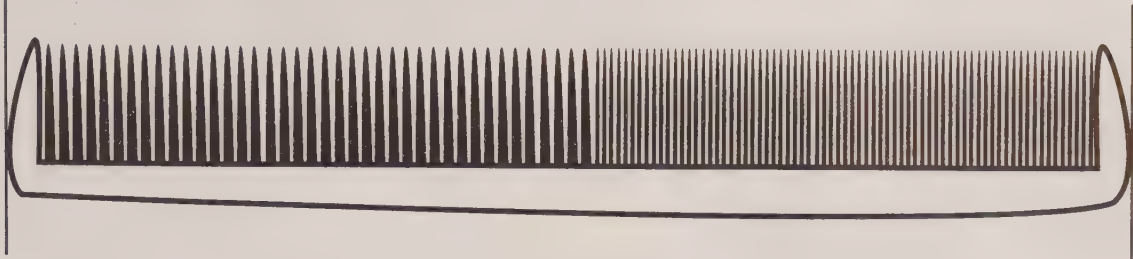
- ☐ (A) straw A ☐ (C) straw C
☐ (B) straw B ☐ (D) straw D

Measure with an Inch Ruler



MA.2.G.3.1 Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.

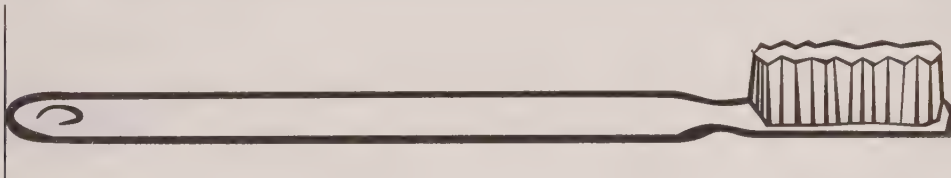
Measure the length to the nearest inch.

1. 

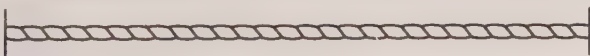
_____ inches

2. 

_____ inches

3. 

_____ inches

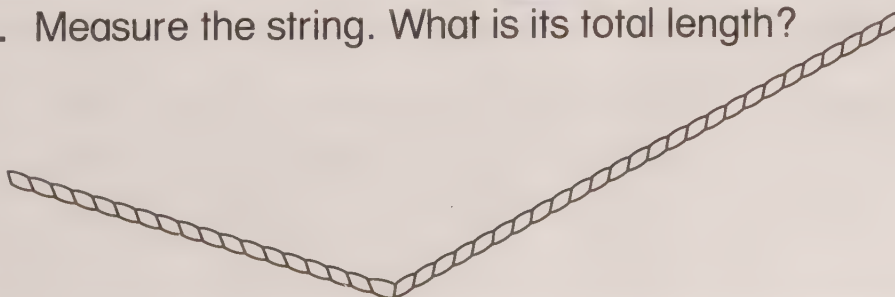
4. 

_____ inches

PROBLEM SOLVING

REAL WORLD

5. Measure the string. What is its total length?



_____ inches

Lesson Check (MA.2.G.3.1)

1. Use an inch ruler. What is the length of the string to the nearest inch?



- ☐ A 2 inches ☐ C 4 inches
☐ B 3 inches ☐ D 5 inches

Review Grade 2 (MA.2.A.1.1)

← SPIRAL REVIEW

2. Compare the digits. Which is the next number in the pattern?

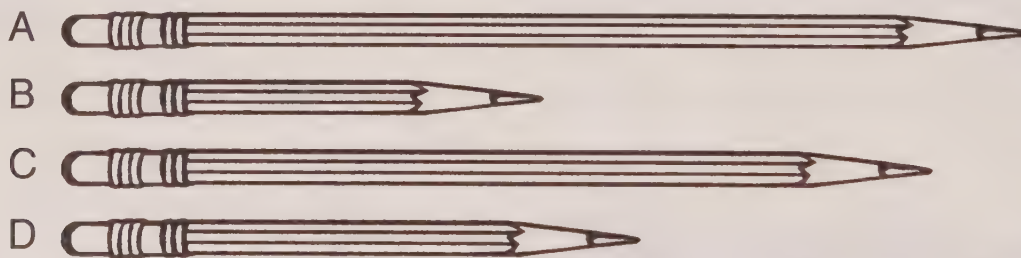
165, 265, 365, 465, _____

- ☐ F 475 ☐ H 556
☐ G 485 ☐ I 565

Look Back (MA.1.G.5.2)

← SPIRAL REVIEW

3. Which pencil is the longest?



- ☐ A pencil A ☐ C pencil C
☐ B pencil B ☐ D pencil D

Estimate Lengths

MA.2.G.3.1 Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.



The bead is 1 inch long.
Circle the best estimate for the length of the string.

1.



1 inch

4 inches

7 inches

2.



3 inches

6 inches

9 inches

3.



1 inch

3 inches

6 inches

4.



2 inches

5 inches

8 inches

PROBLEM SOLVING**REAL WORLD**

Solve. Write or draw to explain.

5. Ashley has some beads. Each bead is 2 inches long. How many beads will fit on a string that is 8 inches long?

_____ beads

Lesson Check (MA.2.G.3.1)

1. The bead is 1 inch long.
Which is the best estimate of the length of the string?



- Ⓐ 1 inch Ⓒ 5 inches
Ⓑ 2 inches Ⓓ 9 inches

Review Grade 2 (MA.2.A.1.3)

2. Which number is greater than 475?

- Ⓕ 478
Ⓖ 470
Ⓗ 465
Ⓘ 399

3. Which number is less than 624?

- Ⓐ 640
Ⓑ 632
Ⓒ 629
Ⓓ 618

← SPIRAL REVIEW

Look Back (MA.1.A.4.1)

4. Which number comes next in this pattern?

50, 40, 30, 20, _____

- Ⓕ 25 Ⓗ 15
Ⓖ 21 Ⓘ 10

5. Which number comes next in this pattern?

5, 10, 15, 20, _____

- Ⓐ 21 Ⓒ 30
Ⓑ 25 Ⓓ 35

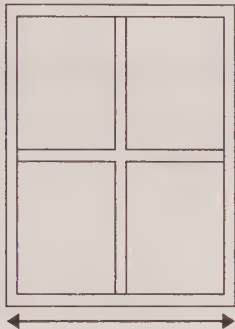
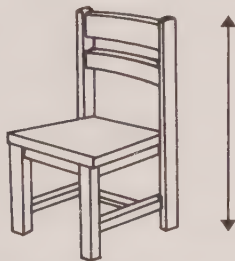
← SPIRAL REVIEW

Measure in Inches and Feet



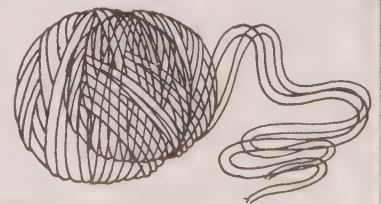
MA.2.G.3.2 Describe the inverse relationship between the size of a unit and number of units needed to measure a given object.

Measure to the nearest inch.
Then measure to the nearest foot.

Find the real object.	Measure.
1. bookcase 	_____ inches _____ feet
2. window 	_____ inches _____ feet
3. chair 	_____ inches _____ feet

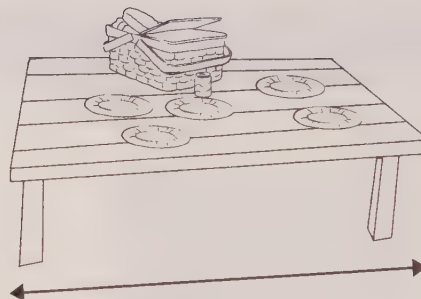
PROBLEM SOLVING REAL WORLD

4. Jake has a piece of yarn that is 4 feet long.
 Blair has a piece of yarn that is 4 inches long.
 Who has the longer piece of yarn? Explain.



Lesson Check (MA.2.G.3.2)

1. Kyle measured the length of a picnic table. Which is most likely the length of the table?



- (A) 2 inches
- (B) 2 feet
- (C) 6 inches
- (D) 6 feet

Review Grade 2 (MA.2.A.1.1)

← SPIRAL REVIEW

2. Which digit is in the hundreds place in 8,642?

- (F) 8
- (G) 6
- (H) 4
- (I) 2

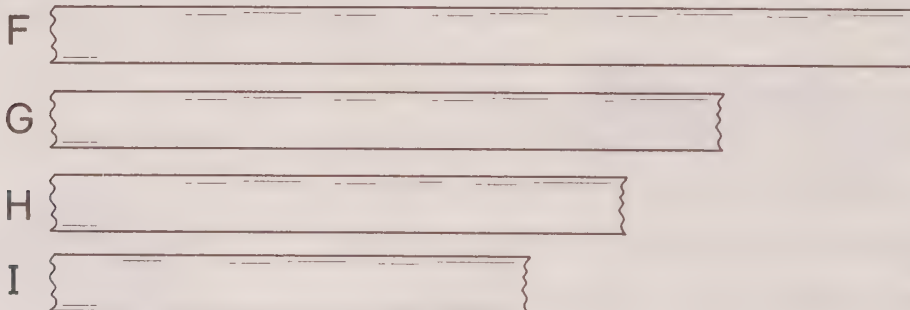
3. Which digit is in the thousands place in 3,579?

- (A) 3
- (B) 5
- (C) 7
- (D) 9

Look Back (MA.1.G.5.2)

← SPIRAL REVIEW

4. Which ribbon is the shortest?



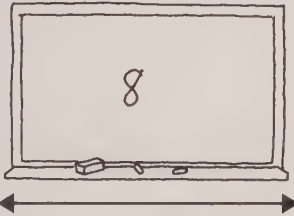
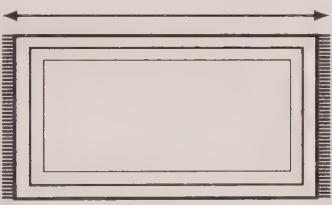
- (F) ribbon F (H) ribbon H
- (G) ribbon G (I) ribbon I

Measure in Feet and Yards



MA.2.G.3.2 Describe the inverse relationship between the size of a unit and number of units needed to measure a given object.

Measure to the nearest foot.
Then measure to the nearest yard.

Find the real object.	Measure.
1. bookcase 	_____ feet _____ yards
2. chalkboard 	_____ feet _____ yards
3. rug 	_____ feet _____ yards

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

4. Shasha wants to measure the length of the bulletin board. Will there be more feet or more yards in the length? Explain how you know.



Lesson Check (MA.2.G.3.2)

1. Mr. Nelson measured the length of a classroom wall. Which of the following is most likely the length of the wall?

(A) 10 yards (C) 1 yard
(B) 5 feet (D) 2 feet

Review Grade 2 (MA.2.A.4.1)

← SPIRAL REVIEW

2. Use the table. There are 4 boxes of juice in each pack. How many boxes of juice are in 5 packs?



number of packs	1	2	3	4	5
number of juice boxes	4	8	12		

(F) 4 (H) 16
(G) 8 (I) 20

Look Back (MA.1.G.5.1)

← SPIRAL REVIEW

3. Each paper clip is 1 inch long. About how many inches long is this pencil?



(A) 1 inch (C) 5 inches
(B) 3 inches (D) 8 inches

Measure with a Centimeter Model

MA.2.G.3.1 Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.

Use a unit cube. Measure the length in centimeters.

1.



_____ centimeters

2.



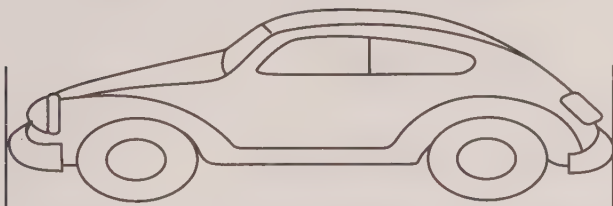
_____ centimeters

3.



_____ centimeters

4.



_____ centimeters

PROBLEM SOLVING**REAL WORLD**

Solve. Write or draw to explain.

5. Sarah has this string. Measure the string using a unit cube. What is the length of the string?



_____ centimeters

Lesson Check (MA.2.G.3.1)

1. Jerome used unit cubes to measure the ribbon.
How long is the ribbon?



- (A) 1 centimeter
- (B) 4 centimeters
- (C) 6 centimeters
- (D) 10 centimeters

Review Grade 2 (MA.2.A.1.3)

← SPIRAL REVIEW

- | | |
|--|---|
| <p>2. Which of the following numbers is greater than 3,458?</p> <ul style="list-style-type: none"> (F) 3,460 (G) 3,389 (H) 3,279 (I) 2,957 | <p>3. Which of the following numbers is less than 5,320?</p> <ul style="list-style-type: none"> (A) 6,002 (B) 5,410 (C) 5,419 (D) 5,319 |
|--|---|

Look Back (MA.1.A.4.1)

← SPIRAL REVIEW

- | | |
|---|--|
| <p>4. Which number is next in the pattern?</p> <p>3, 6, 9, 12, _____</p> <ul style="list-style-type: none"> <li style="width: 50%;">(F) 10 <li style="width: 50%;">(H) 14 <li style="width: 50%;">(G) 13 <li style="width: 50%;">(I) 15 | <p>5. Which number is next in the pattern?</p> <p>20, 18, 16, 14, _____</p> <ul style="list-style-type: none"> <li style="width: 50%;">(A) 12 <li style="width: 50%;">(C) 15 <li style="width: 50%;">(B) 13 <li style="width: 50%;">(D) 16 |
|---|--|

Name _____

Lesson 4.10

Measure with a Centimeter Ruler

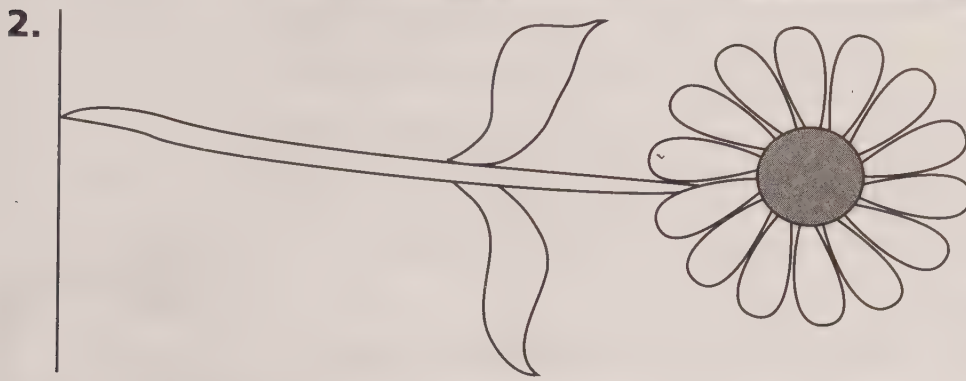


MA.2.G.3.1 Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.

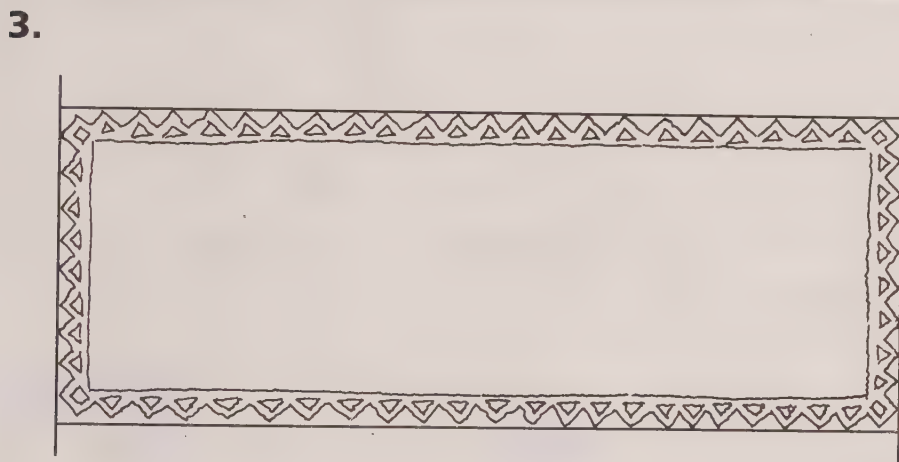
Measure the length to the nearest centimeter.



_____ centimeters



_____ centimeters



_____ centimeters

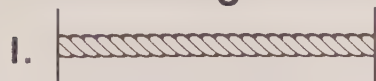
PROBLEM SOLVING

REAL WORLD

4. Draw a string that is about 8 centimeters long.
Then use a centimeter ruler to check the length.

Lesson Check (MA.2.G.3.1)

Use a centimeter ruler. What is the length of the string to the nearest centimeter?



- (A) 1 centimeter
- (B) 2 centimeters
- (C) 4 centimeters
- (D) 6 centimeters



- (F) 10 centimeters
- (G) 7 centimeters
- (H) 5 centimeters
- (I) 2 centimeters

Review Grade 2 (MA.2.A.2.2)

3. What is the sum?

$$\begin{array}{r} 65 \\ + 24 \\ \hline \end{array}$$

- (A) 41
- (B) 81
- (C) 89
- (D) 99

4. What is the sum?

$$\begin{array}{r} 43 \\ + 37 \\ \hline \end{array}$$

- (F) 14
- (G) 70
- (H) 74
- (I) 80



Look Back (MA.1.G.5.1)

5. About how long is the ribbon?

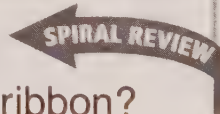


- (A) 2 centimeters
- (B) 4 centimeters
- (C) 6 centimeters
- (D) 8 centimeters

6. About how long is the ribbon?



- (F) 3 centimeters
- (G) 5 centimeters
- (H) 7 centimeters
- (I) 9 centimeters



Make Reasonable Estimates

MA.2.G.3.1 Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.

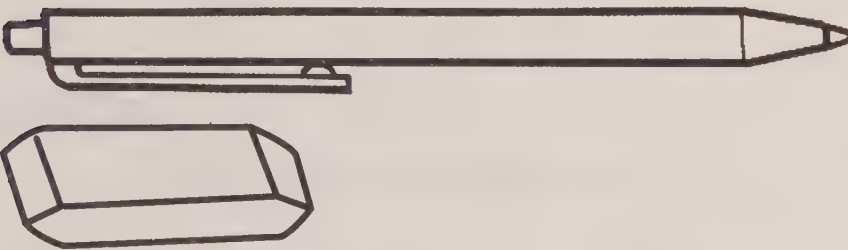
Estimate.

1. The toothpick is about 6 centimeters long. Circle the best estimate for the length of the straw.



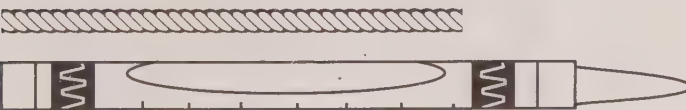
- 6 centimeters
9 centimeters
12 centimeters

2. The pen is about 11 centimeters long. Circle the best estimate for the length of the eraser.



- 4 centimeters
10 centimeters
14 centimeters

3. The string is about 6 centimeters long. Circle the best estimate for the length of the crayon.



- 7 centimeters
9 centimeters
14 centimeters

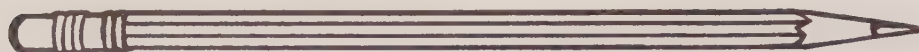
PROBLEM SOLVING**REAL WORLD**

4. The string is 6 centimeters long.
Draw a pencil that is about
12 centimeters long.



Lesson Check (MA.2.G.3.1)

1. The length of the pencil is about 12 centimeters.



Which is the best estimate for the length of the yarn?

- (A) 5 centimeters
- (B) 10 centimeters
- (C) 12 centimeters
- (D) 15 centimeters

Review Grade 2 (MA.2.A.2.2)

2. What is the difference?

$$\begin{array}{r} 58 \\ - 35 \\ \hline \end{array}$$

- (F) 15
- (G) 23
- (H) 25
- (I) 93

3. What is the difference?

$$\begin{array}{r} 64 \\ - 23 \\ \hline \end{array}$$

- (A) 87
- (B) 47
- (C) 41
- (D) 31

← SPIRAL REVIEW

Look Back (MA.1.A.2.2)

4. Which of the following is the same as 5 tens and 6 ones?

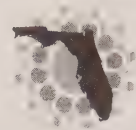
- (F) 506
- (H) 56
- (G) 65
- (I) 50

5. Which of the following is the same as 3 tens and 2 ones?

- (A) 302
- (C) 30
- (B) 32
- (D) 23

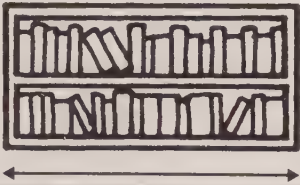
← SPIRAL REVIEW

Centimeters and Meters



MA.2.G.3.2 Describe the inverse relationship between the size of a unit and number of units needed to measure a given object.

Measure to the nearest centimeter.
Then measure to the nearest meter.

Find the real object.	Measure.
1. bookcase 	_____ centimeters _____ meters
2. window 	_____ centimeters _____ meters
3. map 	_____ centimeters _____ meters

PROBLEM SOLVING REAL WORLD

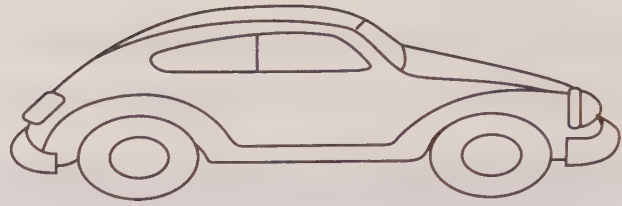
4. Maxine wants to measure the length of a wall in the classroom. Will there be fewer centimeters or fewer meters in the length? Explain.



Lesson Check (MA.2.G.3.2)

1. Kyle measured the length of his mother's car. Which is most likely to be the length of the car?

Ⓐ 5 centimeters
Ⓑ 5 meters
Ⓒ 20 centimeters
Ⓓ 20 meters



Review Grade 2 (MA.2.A.2.2)

2. What is the difference?

$$\begin{array}{r} 555 \\ - 230 \\ \hline \end{array}$$

Ⓕ 320 Ⓗ 720
Ⓖ 325 Ⓘ 785

3. What is the difference?

$$\begin{array}{r} 862 \\ - 445 \\ \hline \end{array}$$

Ⓐ 427 Ⓒ 413
Ⓑ 417 Ⓓ 317

← SPIRAL REVIEW

Look Back (MA.1.A.2.2)

4. How many tens are in 92?

Ⓕ 92 tens
Ⓖ 90 tens
Ⓗ 9 tens
Ⓘ 2 tens

5. How many tens are in 19?

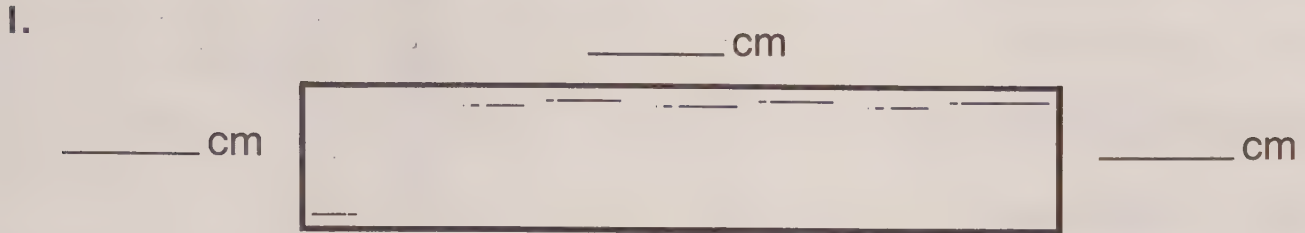
Ⓐ 19 tens
Ⓑ 10 tens
Ⓒ 9 tens
Ⓓ 1 ten

← SPIRAL REVIEW

Distance Around Shapes

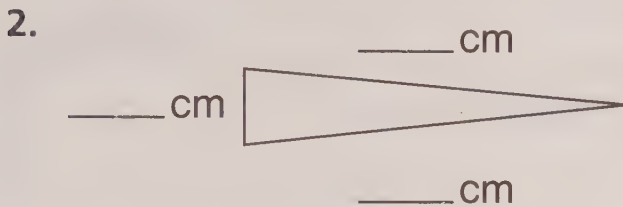
MA.2.A.2.4 Solve addition and subtraction problems that involve measurement and geometry.

Measure and record the length of each side.



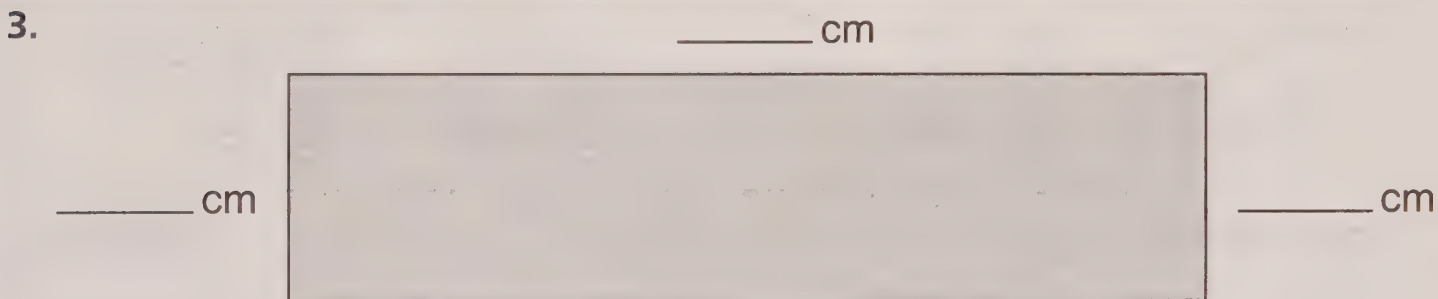
_____ cm

What is the total distance around the ribbon? _____ centimeters



_____ cm

What is the total distance around the triangle? _____ centimeters



_____ cm

What is the total distance around the bookmark? _____ centimeters

PROBLEM SOLVING REAL WORLD

Solve. Write or draw to explain.

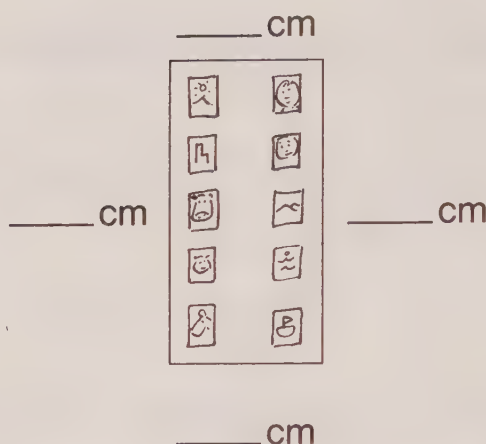
4. Simone has a paper square. The sum of the lengths of three sides is 60 centimeters. What is the length of the fourth side?

_____ centimeters

Lesson Check (MA.2.A.2.4)

1. Use a centimeter ruler. What is the total distance around this sticker?

- Ⓐ 6 centimeters
Ⓑ 8 centimeters
Ⓒ 10 centimeters
Ⓓ 12 centimeters



Review Grade 2 (MA.2.A.2.2)

2. What is the sum?

$$\begin{array}{r} 265 \\ + 324 \\ \hline \end{array}$$

- Ⓕ 141 Ⓗ 599
Ⓖ 589 Ⓘ 689

3. What is the sum?

$$\begin{array}{r} 357 \\ + 128 \\ \hline \end{array}$$

- Ⓐ 585 Ⓒ 475
Ⓑ 485 Ⓓ 231

← SPIRAL REVIEW

Look Back (MA.1.G.5.2)

4. Which string is the longest?



- Ⓕ string F Ⓗ string H
Ⓖ string G Ⓘ string I

← SPIRAL REVIEW

Act It Out • Measurement



MA.2.G.3.4 Estimate, select an appropriate tool, measure, and/or compute lengths to solve problems.

Choose the best tool for measuring.

centimeter ruler



string



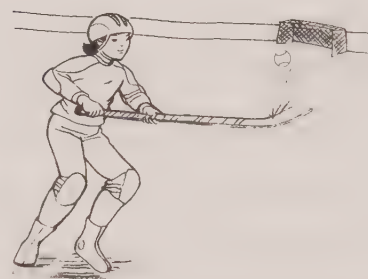
yardstick



inch ruler



1. Christy wants to play floor hockey. Which tool should be used to measure the gym floor?



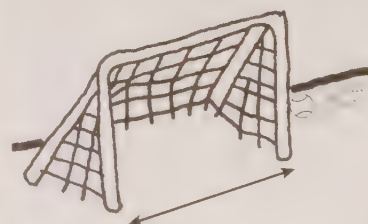
2. Which tool should Gina use to measure the distance across the top of the hockey puck?



3. Which tool should Chris use to measure the distance around the edge of the hockey puck?



4. Which tool should Shane use to measure the width of the hockey goal?



Lesson Check (MA.2.G.3.4)

1. Which is the best tool to use to measure the length of a lunch tray in centimeters?

(A) yardstick
(B) inch ruler
(C) string
(D) centimeter ruler



Review Grade 2 (MA.2.A.2.2)

2. There are 428 children at the school play. There are 242 boys. How many girls are at the school play?

(F) 126
(G) 146
(H) 166
(I) 186

3. 576 people watched the soccer game. 329 people left the game early. How many people did not leave early?

(A) 247
(B) 253
(C) 257
(D) 297

← SPIRAL REVIEW

Look Back (MA.1.A.4.1)

4. Which number comes next in this pattern?

4, 8, 12, 16, ____

(F) 17 (H) 20
(G) 18 (I) 26

5. Which number comes next in this pattern?

18, 16, 14, 12, ____

(A) 8 (C) 11
(B) 10 (D) 14

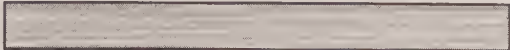
← SPIRAL REVIEW

Chapter 9 Extra Practice

Lesson 9.2 (pp. 345 – 348)

Write **shorter than** or **longer than**.

1. Mike 

Tom 

Mike's board is longer than Tom's board.

Tom's board is longer than Jim's board.

Mike's board is _____ Jim's board.

2. Rhianon 

Jill 

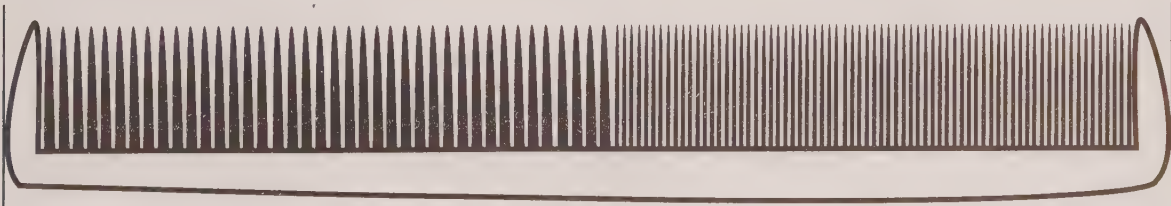
Rhianon's jump rope is shorter than Jill's jump rope.

Jill's jump rope is shorter than Maureen's jump rope.

Rhianon's jump rope is _____ Maureen's jump rope.

Lesson 9.3 (pp. 349 – 352)

Use color tiles. Measure the length of the object in inches.

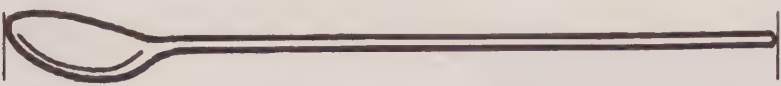
1.  _____ inches

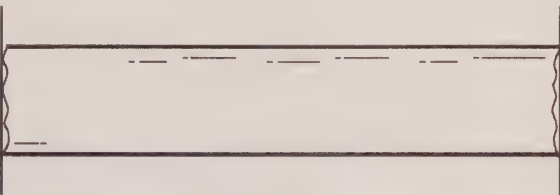
2.  _____ inches

Lesson 9.5 (pp. 357 – 360)

Measure the length to the nearest inch.

1.  _____ inches

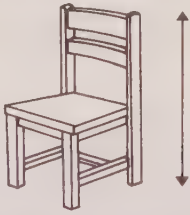
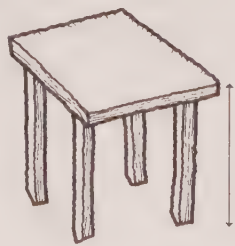
2.  _____ inches

3.  _____ inches

Lesson 9.7 (pp. 365 – 368)

Measure to the nearest inch.

Then measure to the nearest foot.

Find the real object.	Measure.
1. chair 	_____ inches _____ feet
2. table 	_____ inches _____ feet

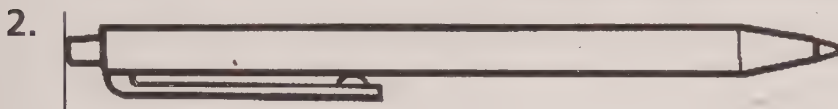
Chapter 9 Extra Practice

Lesson 9.10 (pp. 377 – 380)

Measure the length to the nearest centimeter.



_____ centimeters



_____ centimeters

Lesson 9.11 (pp. 381 – 384)

1. The needle is about 6 centimeters long.
Circle the best estimate for the length of the string.

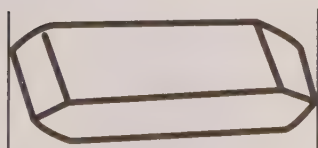
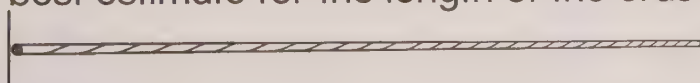


6 centimeters

9 centimeters

12 centimeters

2. The straw is about 9 centimeters long. Circle the best estimate for the length of the eraser.



4 centimeters

8 centimeters

10 centimeters

Lesson 9.12 (pp. 385 – 388)

Find the real objects. Measure to the nearest centimeter.
Then measure to the nearest meter.

1.

window

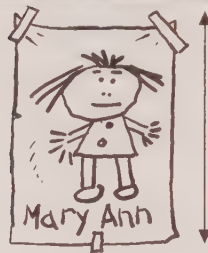


_____ centimeters

_____ meters

2.

poster

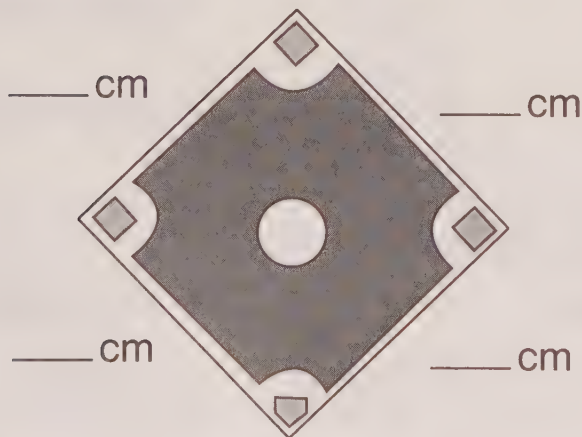


_____ centimeters

_____ meters

Lesson 9.13 (pp. 389 – 392)

Measure and record the length of each side.



What is the total distance around the picture
of the baseball diamond?

_____ centimeters

School-Home Letter

Dear Family,

Our class started Chapter 10 this week. In this chapter, we will learn how to measure weight, mass, capacity and volume. We will also learn how to measure in standard and metric units.

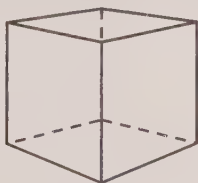
Love, _____

Vocabulary Power

mass The amount of matter an object has

capacity The amount a container can hold

volume The amount of space a solid shape takes up



Home Activity

Fill a tall, clear glass halfway with water. Mark the side of the glass with a piece of tape. Carefully drop an item into the glass so that it sinks to the bottom. Mark the new level with another piece of tape. Talk about why the water level moved up.



Literature

Reading math stories reinforces ideas. Look for these books at the library.

The Dragon's Scales
by Sarah Albee.
Random House Books
for Young
Readers, 1998.

Counting on Frank
by Rod Clement.
Gareth Stevens
Publishing, 1991.

Carta para la casa

Querida familia:

Nuestra clase comenzó esta semana el Capítulo 10. En este capítulo, aprenderemos a medir el peso, la masa, la capacidad y el volumen. Aprenderemos a medir en unidades estándar y métricas.

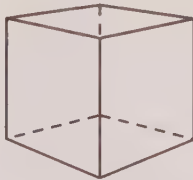
Con cariño, _____

El poder del vocabulario

masa La cantidad de materia que tiene un objeto

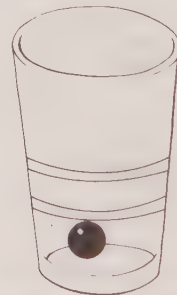
capacidad La cantidad que un recipiente puede contener

volumen La cantidad de espacio que ocupa un cuerpo geométrico



Actividad para la casa

Llene un vaso transparente con agua hasta la mitad. Marque el nivel del agua con cinta adhesiva por fuera del vaso. Con cuidado, deje caer un objeto dentro del vaso para que toque el fondo. Marque el nivel nuevo del agua con otro pedazo de cinta adhesiva. Comenten por qué subió el nivel del agua.



Literatura

Leer cuentos de matemáticas refuerza los conceptos. Busquen estos libros en la biblioteca.

The Dragon's Scales

por Sarah Albee.
Random House Books for
Young Readers, 1998.

Counting on Frank

por Rod Clement.
Gareth Stevens
Publishing, 1991.

Ounces and Pounds



MA.2.G.5.4 Measure weight / mass and capacity / volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL), and liters (L).

Find the object.	Choose the unit.	Measure.
1. 5 paper clips 	ounce pound	about _____
2. shoe 	ounce pound	about _____
3. crayon box 	ounce pound	about _____
4. glue stick 	ounce pound	about _____

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

5. Morgan has 3 books. Each book weighs 4 pounds. How many pounds do Morgan's books weigh altogether?

_____ pounds

Lesson Check (MA.2.G.5.4)

1. Which is the best unit for measuring the weight of a slice of bread?

- (A) inch (C) ounce
(B) yard (D) pound

2. Sara has 3 cats. Each cat weighs 5 pounds. How much do her cats weigh altogether?

- (F) 12 pounds (H) 15 pounds
(G) 12 ounces (I) 18 pounds

Review Grade 2 (MA.2.G.3.3)

3. Which is true?

A _____
B _____
C _____

- (A) A is longer than B.
(B) A is shorter than B.
(C) B is longer than C.
(D) A, B, and C are the same length.

4. Which is true?

A _____
B _____
C _____

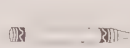
- (F) A is longer than B.
(G) A is shorter than B.
(H) B is shorter than C.
(I) A, B, and C are the same length.

Look Back (MA.1.G.5.2)

5. Which one is the heaviest?

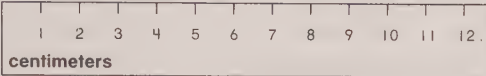
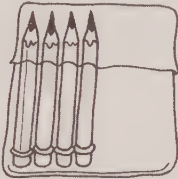
- (A) 
(B) 
(C) 
(D) 

6. Which one is the lightest?

- (F) 
(G) 
(H) 
(I) 

Grams and Kilograms

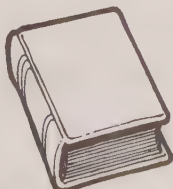
MA.2.G.5.4 Measure weight / mass and capacity / volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL), and liters (L).

Find the object.	Choose the unit.	Measure.
1. ruler 	gram kilogram	about _____
2. pencil case 	gram kilogram	about _____
3. backpack 	gram kilogram	about _____
4. eraser 	gram kilogram	about _____

PROBLEM SOLVING**REAL WORLD**

Solve. Write or draw to explain.

- 5.** The book has a mass of 2 kilograms.
 What is the mass of 3 of these books?



_____ kilograms

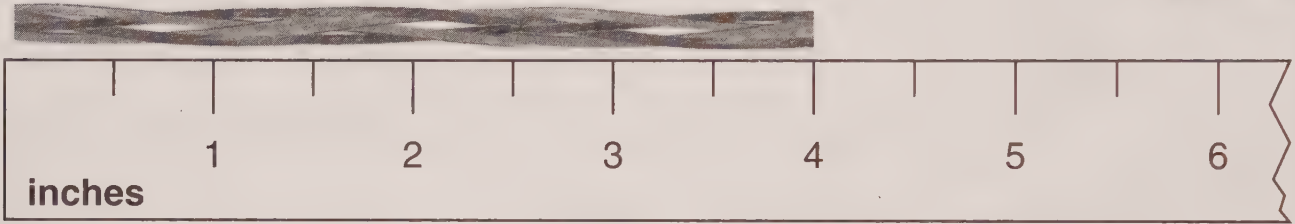
Lesson Check (MA.2.G.5.4)

- Which is most likely to be the mass of a full box of cereal?
 - (A) 4 grams
 - (B) 400 grams
 - (C) 4 kilograms
 - (D) 40 kilograms
- Which is most likely to be the mass of a cat?
 - (F) 3 grams
 - (G) 300 grams
 - (H) 3 kilograms
 - (I) 30 kilograms

Review Grade 2 (MA.2.G.3.1)

← SPIRAL REVIEW

3.



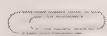
The rope is about _____ inches.

- (A) 2
- (B) 3
- (C) 4
- (D) 5

Look Back (MA.1.G.5.2)

← SPIRAL REVIEW

4. Which is heavier than a  ?

- (F) 
- (G) 
- (H) 
- (I) 

5. Which is lighter than a  ?

- (A) 
- (B) 
- (C) 
- (D) 

Cups, Pints, Quarts, and Gallons



MA.2.G.5.4 Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL), and liters (L).

Look at the units.

Measure the capacity of each container.

1.



_____ pints (pt)

2.



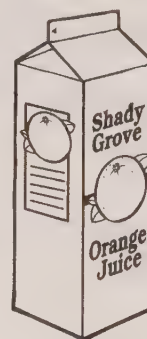
_____ cups (c)

3.



_____ pints (pt)

4.



_____ cups (c)

PROBLEM SOLVING

REAL WORLD

Solve. Draw or write to explain.

5. Write these units in order of capacity, from least to greatest: cup, gallon, pint, and quart.

_____, _____, _____, _____

Lesson Check (MA.2.G.5.4)

1. Which capacity is the greatest?

- (A) 1 cup
- (B) 1 gallon
- (C) 1 pint
- (D) 1 quart

2. How many cups does it take to fill the quart container?



- (F) 1 cup
- (G) 2 cups
- (H) 4 cups
- (I) 6 cups

Review Grade 2 (MA.2.G.3.1)

3. The bead is 1 inch long.

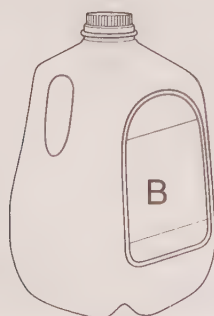
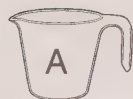


What is the best estimate for the length of the string?

- (A) 1 inch
- (B) 2 inches
- (C) 3 inches
- (D) 4 inches

Look Back (MA.1.G.5.2)

4. Order these containers from least to greatest capacity.



- (F) A, B, C
- (G) C, B, A
- (H) A, C, B
- (I) B, A, C

Milliliters and Liters



MA.2.G.5.4 Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL), and liters (L).

Look at the units.

Measure the capacity of each container.

1.



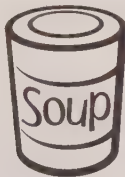
_____ milliliters (mL)

2.



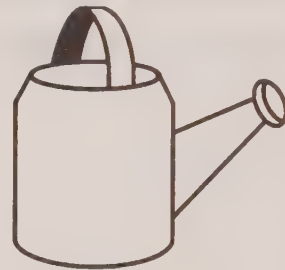
_____ liters (L)

3.



_____ milliliters (mL)

4.



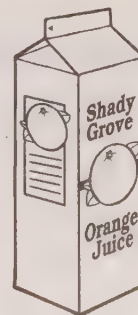
_____ liters (L)

PROBLEM SOLVING

REAL WORLD

Solve. Draw or write to explain.

5. Jenny used 350 milliliters of orange juice, 225 milliliters of pineapple juice, and 400 milliliters of apple juice to make punch. How many milliliters of juice did Jenny use to make punch?



_____ milliliters

Lesson Check (MA.2.G.5.4)

1. Which is the best estimate for the capacity of this can?



- (A) 3 liters (C) 35 milliliters
(B) 35 liters (D) 350 milliliters

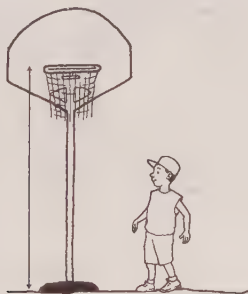
2. Which is the best estimate for the capacity of this jug?



- (F) 3 liters (H) 3 milliliters
(G) 350 liters (I) 35 milliliters

Review Grade 2 (MA.2.G.3.2)

3. Which is the best estimate for the height of the basketball net?



- (A) 6 feet (C) 16 feet
(B) 6 yards (D) 60 yards

4. Which is the best estimate for the width of a classroom?



- (F) 4 feet (H) 40 yards
(G) 4 yards (I) 400 feet

← SPIRAL REVIEW

Look Back (MA.1.G.5.2)

5. Order these amounts from least to greatest.



- (A) J, K, L (C) K, L, J
(B) L, K, J (D) L, J, K

6. Which is holding the most?



- (F) A (H) C
(G) B (I) D

← SPIRAL REVIEW

Volume

MA.2.G.5.4 Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL), and liters (L).



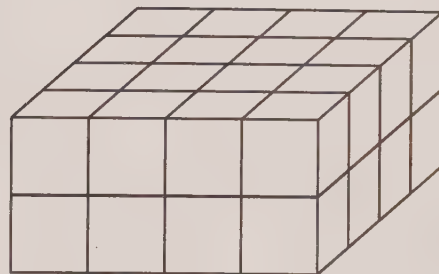
Build the figure with cubes. Find the volume.

1.



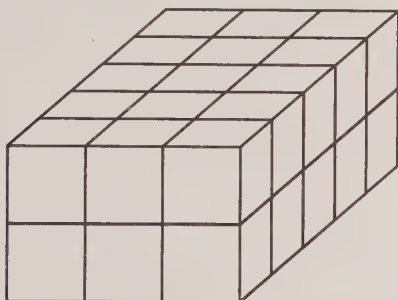
Volume: _____ cubes

2.



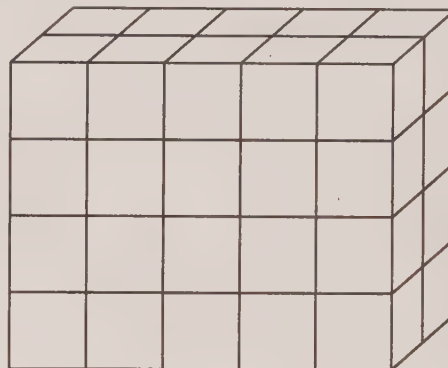
Volume: _____ cubes

3.



Volume: _____ cubes

4.



Volume: _____ cubes

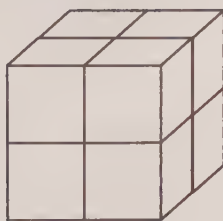
PROBLEM SOLVING**REAL WORLD**

Solve. Draw or write to explain.

5. Tom built a figure using 2 layers of cubes. Each layer had 3 rows of 4 cubes. How many cubes did he use in all? _____ cubes

Lesson Check (MA.2.G.5.4)

1. What is the volume?



- Ⓐ 2 cubes Ⓒ 6 cubes
Ⓑ 4 cubes Ⓓ 8 cubes

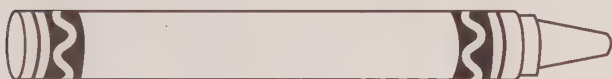
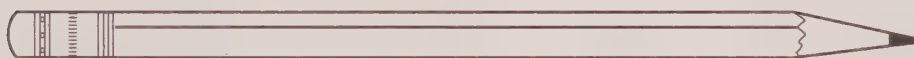
2. What is the volume?



- Ⓕ 24 cubes Ⓗ 10 cubes
Ⓖ 16 cubes Ⓘ 8 cubes

Review Grade 2 (MA.2.G.3.1)

3. The length of the pencil is about 12 centimeters.



Which is the best estimate for the length of the crayon?

- Ⓐ 4 centimeters Ⓒ 12 centimeters
Ⓑ 8 centimeters Ⓓ 16 centimeters

Look Back (MA.1.A.1.3)

4. Solve.

$$3 + 2 + 1 = \underline{\quad}$$

- Ⓕ 5 Ⓗ 7
Ⓖ 6 Ⓘ 8

5. Solve.

$$4 + 4 + 2 = \underline{\quad}$$

- Ⓐ 6 Ⓒ 9
Ⓑ 8 Ⓓ 10

← SPIRAL REVIEW

← SPIRAL REVIEW

Draw a Diagram • Measurement

MA.2.A.4.4 Describe and apply equality to solve problems, such as in balancing situations.

Draw a diagram to solve.

1. A can of soup weighs 14 ounces.
Each block weighs 2 ounces.
How many blocks will it take to
balance the can of soup?



_____ blocks

2. Kari's marker bag weighs 15 ounces.
Each block weighs 3 ounces. How
many blocks will it take to balance
the bag?



_____ blocks

3. Cindy's doll weighs 16 ounces.
Each block weighs 4 ounces.
How many blocks will it take to
balance the doll?



_____ blocks

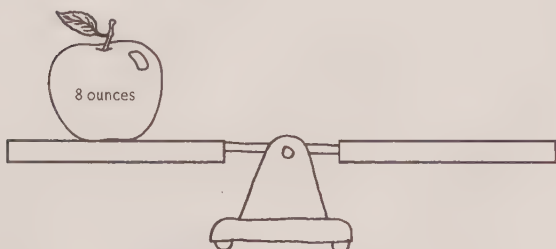
4. A bunny weighs 20 ounces.
Each block weighs 5 ounces.
How many blocks will it take to
balance the bunny?



_____ blocks

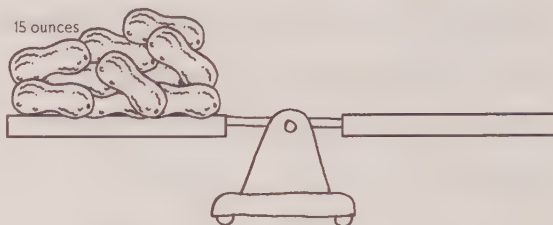
Lesson Check (MA.2.A.4.4)

1. How many 2-ounce blocks will it take to balance this apple?



- (A) 4 blocks (C) 8 blocks
(B) 6 blocks (D) 10 blocks

2. How many 3-ounce blocks will it take to balance these peanuts?



- (F) 15 blocks (H) 9 blocks
(G) 12 blocks (I) 5 blocks

Review Grade 2 (MA.2.G.3.2)

3. Use a centimeter ruler to measure.



Which is the best choice for the length of the string?

- (A) 5 centimeters
(B) 10 centimeters
(C) 15 centimeters
(D) 20 centimeters

← SPIRAL REVIEW

Look Back (MA.1.G.5.2)

4. Which item is heavier than a ?

- (F)  (H) 
(G)  (I) 

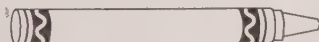
5. Which item is lighter than a ?

- (A)  (C) 
(B)  (D) 

← SPIRAL REVIEW

Chapter 10 Extra Practice

Lessons 10.1 – 10.2 (pp. 405 – 412)

Find the object.	Choose the unit.	Measure.
1. binder 	ounce pound	about _____
2. pencil case 	ounce pound	about _____
3. jump rope 	ounce pound	about _____
4. baseball 	gram kilogram	about _____
5. crayon 	gram kilogram	about _____
6. dictionary 	gram kilogram	about _____

Lessons 10.3 – 10.4 (pp. 413 – 415, 417 – 420)

Look at the units. Measure the capacity of each container.

1.



_____ pints (pt)

2.



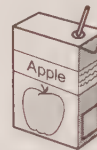
_____ cups (c)

3.



_____ liters (L)

4.



_____ milliliters (mL)

Solve. Write or draw to explain.

5. Sherise has 2 gallons of milk. Anthony has twice as much milk. How much milk do they have in all?

_____ gallons

6. There are 650 milliliters of milk in one container. There are 500 milliliters of juice in another container. How many more milliliters of milk are there than juice?

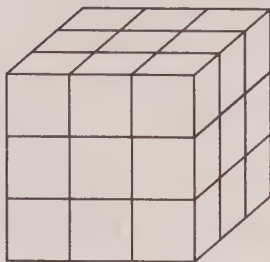
_____ milliliters

Chapter 10 Extra Practice

Lesson 10.5 (pp. 421 – 424)

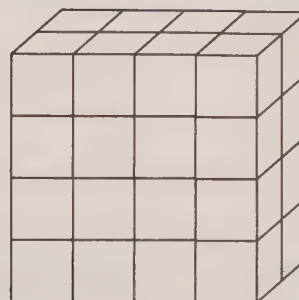
Build the figure with cubes. Find the volume.

1.



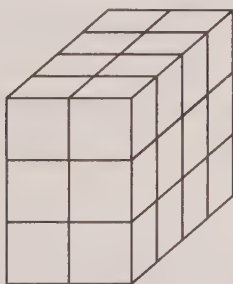
Volume: _____ cubes

2.



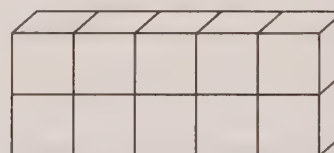
Volume: _____ cubes

3.



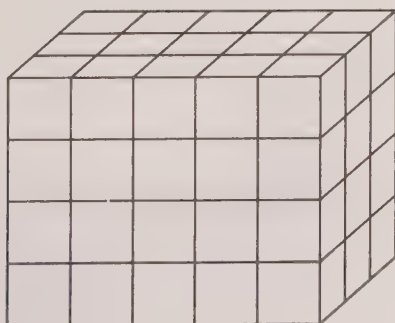
Volume: _____ cubes

4.



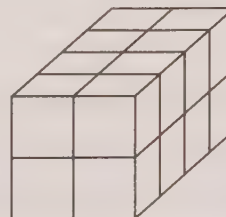
Volume: _____ cubes

5.



Volume: _____ cubes

6.

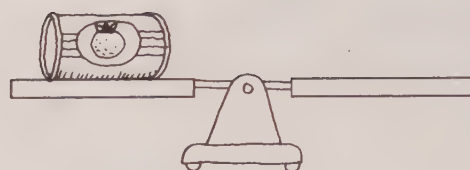


Volume: _____ cubes

Lesson 10.6 (pp. 425 – 428)

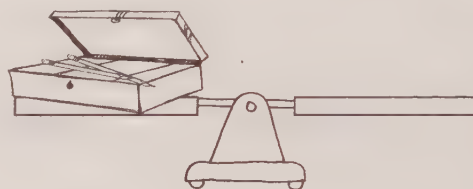
Draw a diagram to solve.

1. A can of juice weighs 14 ounces. If each block weighs 2 ounces, how many blocks are needed to balance the scale?



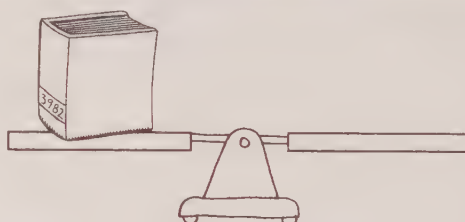
_____ blocks

2. The pencil case weighs 15 ounces. If each block weighs 3 ounces, how many blocks are needed to balance the scale?



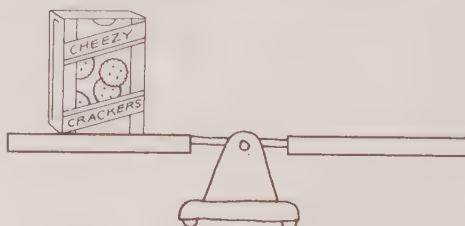
_____ blocks

3. A paperback book weighs 16 ounces. If each block weighs 4 ounces, how many blocks are needed to balance the scale?



_____ blocks

4. A box of crackers weighs 20 ounces. If each block weighs 5 ounces, how many blocks are needed to balance the scale?



_____ blocks

School-Home Letter

Dear Family,

Our class started Chapter 11 this week. In this chapter, we will learn about geometric shapes. We will also learn about repeating patterns and growing patterns.

Love, _____

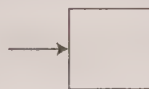
Vocabulary Power

pattern unit The part that repeats in a repeating pattern

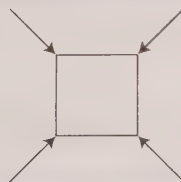


This **pattern unit** is three shapes long.

side A line segment of a shape.



vertex A point where 2 sides meet



Home Activity

Go on a pattern hunt around your home or neighborhood with your child. Look for patterns in nature and in decorations or clothing you have.



Literature

Reading math stories reinforces ideas. Look for these books at the library.

Three Pigs, One Wolf, Seven Magic Shapes
by Grace Maccarone.
Cartwheel, 1998.

Pattern Fish
by Trudy Harris.
Millbrook Press, 2000.

Carta para la casa

Querida familia:

Nuestra clase comenzó esta semana el Capítulo 11. En este capítulo, aprenderemos sobre las figuras geométricas. También aprenderemos sobre los patrones que se repiten y los patrones acumulativos.

Con cariño, _____

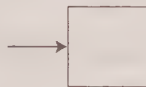
El poder del vocabulario

unidad de patrón La parte repetitiva en un patrón que se repite

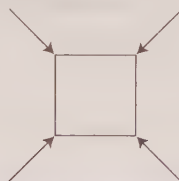


La **Unidad de patrón** mide tres figuras de largo.

lado Un segmento de una figura.



vértice Un punto donde convergen 2 lados.



Actividad para la casa

Organicen una búsqueda de patrones en su casa o su vecindario. Busquen patrones en la naturaleza, en las decoraciones de la casa o en la ropa que vistan.



Literatura

Leer cuentos de matemáticas refuerza los conceptos. Busquen estos libros en la biblioteca.

Three Pigs, One Wolf, Seven Magic Shapes
por Grace Maccarone.
Cartwheel, 1998.

Pattern Fish
por Trudy Harris.
Millbrook Press, 2000.

Geometric Shapes

MA.2.A.2.4 Solve addition and subtraction problems that involve measurement and geometry.

Draw the shapes. Write a number sentence to find the total number of sides or vertices.

1. Draw 3 rectangles.

_____ Total: _____ sides

2. Draw 2 triangles and 1 rectangle.

_____ Total: _____ vertices

3. Draw 2 squares and 2 rectangles.

_____ Total: _____ vertices

4. Draw 2 squares and 3 triangles.

_____ Total: _____ sides

PROBLEM SOLVING**REAL WORLD**

5. Steve drew 3 squares and 3 triangles.
How many sides did Steve draw in all?

_____ sides

Lesson Check (MA.2.A.2.4)

1. How many sides do these shapes have in all?



- (A) 2 sides (C) 6 sides
(B) 5 sides (D) 7 sides

2. How many vertices do these shapes have in all?



- (F) 6 vertices (H) 4 vertices
(G) 5 vertices (I) 2 vertices

Review Grade 2 (MA.2.G.5.4)

← SPIRAL REVIEW

3. Nina buys 3 bananas.
Each banana weighs 8 ounces.
What is the total weight of the bananas?

- (A) 5 ounces (C) 24 ounces
(B) 11 ounces (D) 38 ounces

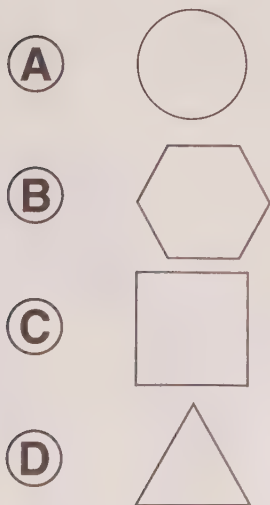
4. Each kitten weighs
2 pounds. There are 5 kittens.
How much do the kittens weigh
altogether?

- (F) 3 pounds (H) 10 pounds
(G) 7 pounds (I) 15 pounds

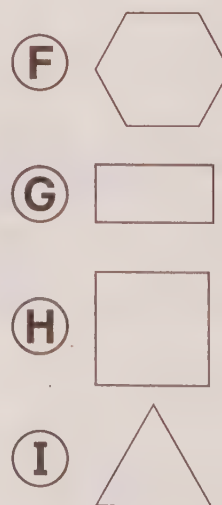
Look Back (MA.1.G.3.1)

← SPIRAL REVIEW

5. Which shape has exactly
4 vertices?



6. Which shape has fewer than
4 sides?

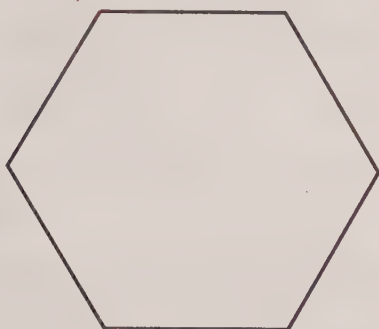


Wholes and Parts

MA.2.G.5.1 Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.

**Make the shape of the whole.
Trace the blocks you used.**

1. Use  to make the .

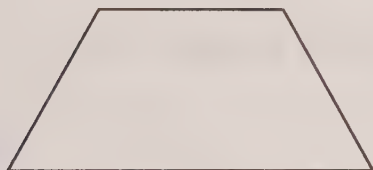


whole

Trace the  you used.

_____ parts

2. Use  to make the .



whole

Trace the  you used.

_____ parts

PROBLEM SOLVING

REAL WORLD

Use pattern blocks.

3. How many  does it
take to make 2  ?

_____ triangles

Lesson Check (MA.2.G.5.1)

1. How many triangles were used to make this shape?



- (A) 1 (C) 3
(B) 2 (D) 4

2. How many triangles were used to make this shape?



- (F) 6 (H) 4
(G) 5 (I) 3

Review Grade 2 (MA.2.G.5.4)

← SPIRAL REVIEW

3. The mass of each orange is 100 grams. What is the mass of 4 oranges?

- (A) 4 grams
(B) 400 grams
(C) 40 kilograms
(D) 400 kilograms

4. Mr. Benson put 5 books in a box. Which is most likely to be the mass of the box of books?

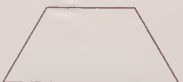
- (F) 5 grams
(G) 50 grams
(H) 5 kilograms
(I) 500 kilograms

Look Back (MA.1.G.3.2)

5. How many  are used to make 2  ?



- (A) 1 (C) 3
(B) 2 (D) 4

6. How many  are used to make 2  ?



- (F) 2 (H) 6
(G) 4 (I) 8

← SPIRAL REVIEW

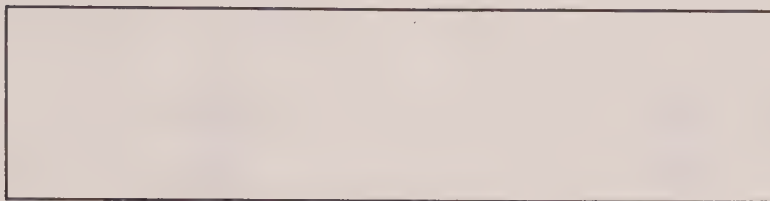
Combine Shapes



MA.2.G.5.1 Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.

Use pattern blocks to show the whole.
Draw lines to show the equal parts. Write
how many blocks make up the whole.

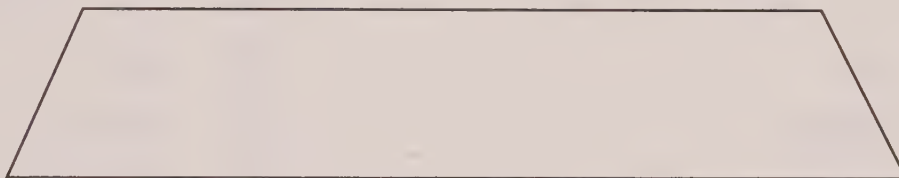
1. Use .



How many  make up the whole?

_____ 

2. Use .



How many  make up the whole?

_____ 

PROBLEM SOLVING

REAL WORLD

3. Make one large 
using only .

Draw a picture to show
what you did.

Lesson Check (MA.2.G.5.1)

1. How many  make up the whole?



- (A) 1 (C) 3
 (B) 2 (D) 4

2. How many  make up the whole?



- (F) 6 (H) 4
 (G) 5 (I) 3

Review Grade 2 (MA.2.G.5.4)

← SPIRAL REVIEW

3. Which is the least capacity?

- (A) 1 cup
 (B) 1 gallon
 (C) 1 pint
 (D) 1 quart

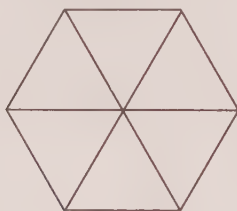
4. Which is the greatest capacity?

- (F) 1 pint
 (G) 2 gallons
 (H) 1 quart
 (I) 2 cups

Look Back (MA.1.G.3.2)

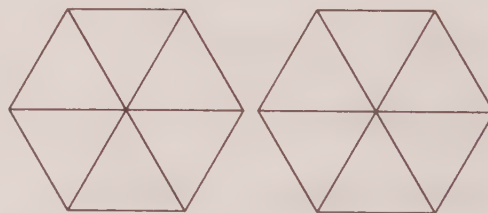
← SPIRAL REVIEW

5. How many  does it take to make 1  ?



- (A) 3 (C) 7
 (B) 6 (D) 8

6. How many  does it take to make 2  ?

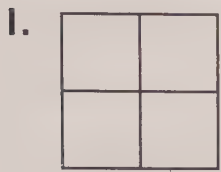


- (F) 6 (H) 12
 (G) 10 (I) 14

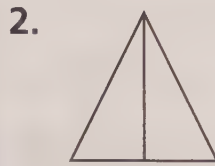
Equal Parts

MA.2.G.5.1 Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.

Write how many equal parts there are in the whole. Write if these parts are halves, thirds, or fourths.



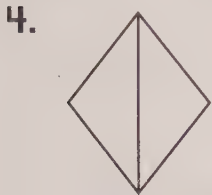
_____ equal parts



_____ equal parts



_____ equal parts



_____ equal parts



_____ equal parts



_____ equal parts



_____ equal parts



_____ equal parts

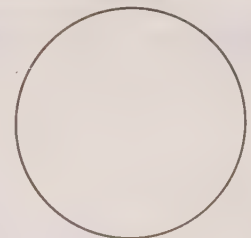


_____ equal parts

PROBLEM SOLVING REAL WORLD

Solve. Write or draw to explain.

10. Amelia wants to divide a pizza into 4 equal parts. Show how she can do it.



Lesson Check (MA.2.G.5.1)

1. How many equal parts are in the whole?



- (A) 1 (C) 3
(B) 2 (D) 4

2. How many equal parts are in the whole?



- (F) 1 (H) 3
(G) 2 (I) 4

Review Grade 2 (MA.2.G.5.4)

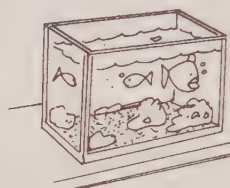
← SPIRAL REVIEW

3. Which is most likely the capacity of a water bottle?



- (A) 1 milliliter
(B) 25 milliliters
(C) 1 liter
(D) 25 liters

4. Which is most likely the capacity of a fish tank?

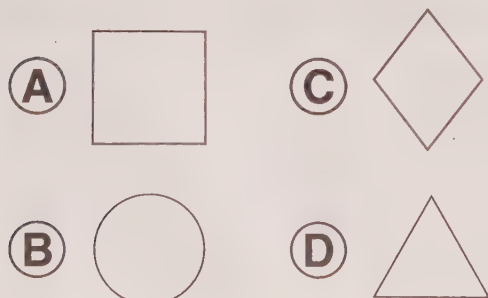


- (F) 10 milliliters
(G) 25 milliliters
(H) 2 liters
(I) 35 liters

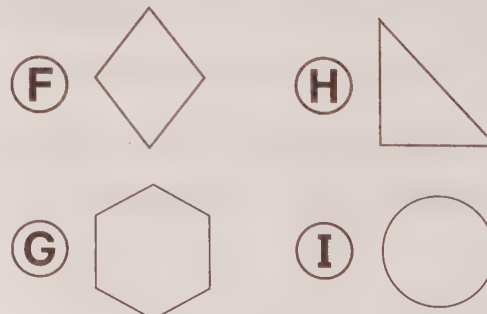
Look Back (MA.1.G.3.1)

← SPIRAL REVIEW

5. Which shape has exactly 3 sides?



6. Which shape has exactly 4 vertices?



Algebra: Make Predictions for Repeating Patterns

MA.2.A.4.3 Generalize numeric and non-numeric patterns using words and tables.



Make a prediction. Draw shapes to continue the pattern. Check your prediction.

1. Which shape will be in the 10th position?

A _____ will be in the 10th position.

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
									

2. Which shape will be in the 11th position?

A _____ will be in the 11th position.

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
										

3. Which shape will be in the 11th position?

A _____ will be in the 11th position.

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
										

PROBLEM SOLVING

REAL WORLD

4. Eileen is making a beaded necklace.
Draw the next bead in her patterned set.



Lesson Check (MA.2.A.4.3)

1. Which shape will be in the 10th position?

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
									



Review Grade 2 (MA.2.A.4.1)

2. Complete the skip counting pattern.

20, 22, 24, 26, _____

(F) 21

(H) 27

(G) 25

(I) 28

3. Complete the skip counting pattern.

3, 6, 9, 12, _____

(A) 11

(C) 15

(B) 14

(D) 16

← SPIRAL REVIEW

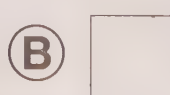
Look Back (MA.1.A.4.1)

4. What shape is missing in this pattern?



← SPIRAL REVIEW

5. What shape is missing in this pattern?



Algebra: Translate Repeating Patterns



MA.2.A.4.3 Generalize numeric and non-numeric patterns using words and tables.

Use different symbols. Show the same pattern in two other ways.







PROBLEM SOLVING REAL WORLD

4. Draw shapes to make a pattern. Then use different symbols to show your pattern in another way.

Lesson Check (MA.2.A.4.3)

1. What should the next three cards in the pattern be?

A B B A B B A B B

- (A) A B B
(B) B B B
(C) A A B
(D) C D E

Review Grade 2 (MA.2.A.4.3)



2. What should be the 7th number in the pattern?

1st	2nd	3rd	4th	5th	6th	7th
40	38	36	34			

- (F) 40 (G) 37 (H) 31 (I) 28

3. What should be the 9th number in the pattern?

1st	2nd	3rd	4th	5th	6th	7th	8th	9th
25	30	35	40	45	50			

- (A) 55 (B) 60 (C) 65 (D) 70

Look Back (MA.1.A.4.1)



4. What shape is missing in this pattern?



- (F) smiley face (G) clover (H) heart (I) star

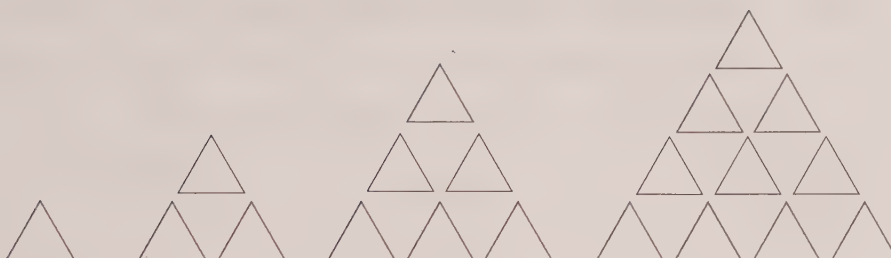
Algebra: Extend Growing Patterns



MA.2.A.4.3 Generalize numeric and non-numeric patterns using words and tables.

Draw what might come next in the pattern.

1.



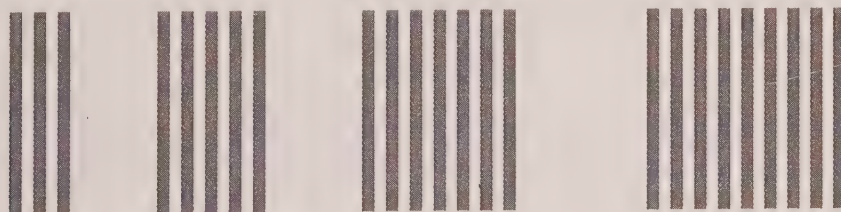
2.



3.



4.



PROBLEM SOLVING

REAL WORLD

Solve. Draw to explain.

5. Ms. Lennox is building a display of soup cans in her store. Draw what might come next in the pattern.



Lesson Check (MA.2.A.4.3)

1. Which might come next in the pattern?



- (A)
- (B)
- (C)
- (D)

Review Grade 2 (MA.2.A.1.1)

← SPIRAL REVIEW

2. Which is the next number in this pattern?

516, 526, 536, 546, _____

- (F) 536
- (G) 547
- (H) 556
- (I) 576

3. Which is the next number in this pattern?

422, 432, 442, 452, _____

- (A) 454
- (B) 462
- (C) 464
- (D) 470

Look Back (MA.1.A.4.1)

← SPIRAL REVIEW

4. What comes next in this pattern?



- (F)
- (G)
- (H)
- (I)

Draw a Diagram • Patterns

MA.2.A.4.3 Generalize numeric and non-numeric patterns using words and tables.

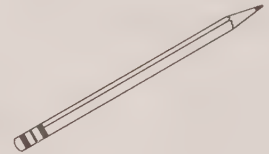
Solve. Draw to show what you did.

1. Marci collects bears. She likes to put them in a pattern. She has 2 bears in the first row, 4 bears in the second row, and 6 bears in the third row. How many bears should Marci put in the fifth row?



_____ bears

2. Darnell collects pencils. He puts them in a pattern in his desk. The first box has 3 pencils, the second box has 6 pencils, and the third box has 9 pencils. How many pencils should be in the sixth box?



_____ pencils

3. Rena earned star stickers at school and put them in a pattern. The first row has 3 stickers, the second row has 5 stickers, and the third row has 7 stickers. How many stickers will Rena have in the fifth row?



_____ stickers

Lesson Check (MA.2.A.4.3)

1. Cameron made a pattern with sticks. He put 5 sticks in the first row, 10 in the second row, and 15 in the third row. How many sticks should he put in the fourth row?

(A) 16 (C) 25
(B) 20 (D) 30

2. Stacey planted flowers in a pattern. She put 5 flowers in the first row, 7 in the second row, and 9 in the third row. How many flowers should she plant in the fourth row?

(F) 11 (H) 13
(G) 12 (I) 15

Review Grade 2 (MA.2.A.6.1)

3. There are 6 grapes in each bunch. There are 3 bunches of grapes. How many grapes are there altogether?

(A) 3 (C) 12
(B) 9 (D) 18

4. Jonathan has 4 packs of crackers. Each pack has 4 crackers. How many crackers does Jonathan have in all?

(F) 16 (H) 8
(G) 12 (I) 4

← SPIRAL REVIEW

Look Back (MA.1.A.4.1)

5. What is the next number in the pattern?

4, 8, 12, 16, _____

(A) 17 (C) 20
(B) 18 (D) 22

6. What is the next number in the pattern?

20, 30, 40, 50, _____

(F) 51 (H) 60
(G) 55 (I) 70

← SPIRAL REVIEW

Name _____

Chapter 11 Extra Practice

Lesson 11.1 (pp. 437 – 440)

Draw the shapes. Write a number sentence to find the total number of sides or vertices.

1. Draw 3 squares.

_____ Total: _____ sides

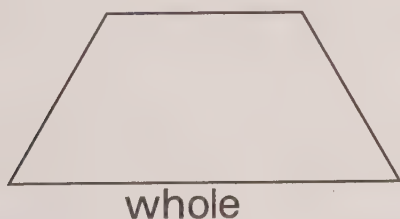
2. Draw 2 rectangles and 1 triangle.

_____ Total: _____ vertices

Lesson 11.2 (pp. 441 – 444)

Make the shape of the whole. Trace the blocks you used.

Use  to make the .



_____ parts

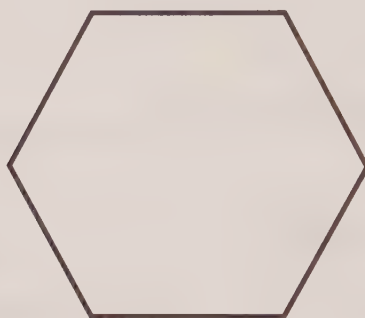
Lesson 11.3 (pp. 445 – 448)

Use pattern blocks to show the whole.

Draw lines to show the equal parts.

Write how many blocks make up the whole.

1. Use .



How many  make up the whole?

_____ 

Lesson 11.4 (pp. 449 – 451)

Write how many equal parts there are in the whole.

Write if these parts are **halves**, **thirds**, or **fourths**.



_____ equal parts



_____ equal parts



_____ equal parts

Chapter 11 Extra Practice

Lesson 11.5 (pp. 453 – 456)

Make a prediction. Draw shapes to continue the pattern.
Check your prediction.

1. Which shape will be in the 11th position?

A _____ will be in the 11th position.

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
										

2. Which shape will be in the 10th position?

A _____ will be in the 10th position.

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
									

Lesson 11.6 (pp. 457 – 460)

Use different symbols. Show the same pattern in two other ways.

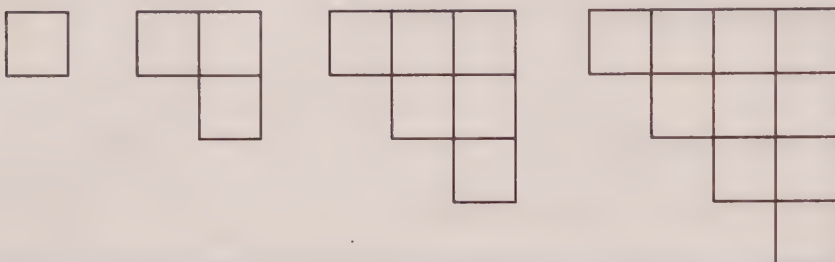
1.         

2.         

Lesson 11.7 (pp. 461 – 464)

Draw what might come next in the pattern.

1.



2.



Lesson 11.8 (pp. 465 – 468)

Solve. Draw to show what you did.

Charles is putting all the skates
in a pattern. He put 2 pairs in
the first row, 5 pairs in the second row,
and 8 pairs in the third row. Following
the same pattern, how many pairs should
Charles put in the fourth row?

_____ pairs

School-Home Letter

Dear Family,

Our class started Chapter 12 in math this week. In this chapter, we will learn how to compare amounts of money and count collections of coins. We will also learn how to tell time to the hour and half hour.

Love, _____

Vocabulary Power

penny

1¢



quarter

25¢



nickel

5¢



half dollar

dime

10¢



50¢

Home Activity

Set up a store in the kitchen with price tags on your child's favorite foods. Count out money using both coins and dollar bills. Look at the clock before you begin and practice for half an hour. Check the time to make sure it has been 30 minutes.

Literature

Reading math stories reinforces ideas. Look for these books at the library.

A Dollar for Penny

by Julie Glass.

Random House Books for Young Readers, 2000.

What Time Is It, Mr. Crocodile?

by Judy Sierra.

Gulliver Books, 2004.

Carta para la casa

Querida familia:

Nuestra clase comenzó esta semana el Capítulo 12. En este capítulo, aprenderemos a comparar cantidades de dinero y a contar grupos de monedas. También aprenderemos a leer el tiempo hasta la hora en punto y hasta la media hora.

Con cariño, _____

El poder del vocabulario

moneda de 1¢



moneda de 25¢



moneda de 5¢



moneda de 50¢



moneda
de 10¢



Actividad para la casa

Organicen la cocina como si fuera una tienda y pongan etiquetas con precios en los alimentos preferidos de su hijo. Usen monedas y billetes de un dólar. Miren el reloj antes de comenzar y practiquen durante media hora. Asegúrense de que completen 30 minutos.

Literatura

Leer cuentos de matemáticas refuerza los conceptos. Busquen estos libros en la biblioteca.

A Dollar for Penny

por Julie Glass.
Random House Books for
Young Readers, 2000.

What Time Is It, Mr. Crocodile?

por Judy Sierra.
Gulliver Books, 2004.

Dimes, Nickels, and Pennies

MA.2.G.5.3 Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency.

Count on to find the total value.



total value



total value



total value



total value

PROBLEM SOLVING REAL WORLD

Solve. Write or draw to explain.

5. Aaron has 5 dimes, 3 nickels, and 2 pennies in his pocket. What is the total value of the coins Aaron has?

Lesson Check (MA.2.G.5.3)

1. Eduardo has these coins. How much money is this?



- (A) 50¢ (C) 15¢
(B) 35¢ (D) 5¢

2. JP has these coins. How much money is this?



- (F) 32¢ (H) 23¢
(G) 31¢ (I) 13¢

Review Grade 2 (MA.2.A.4.1)

3. Which is the missing number in this pattern?

25, 30, _____, 40

- (A) 32 (C) 40
(B) 35 (D) 42

4. Which is the missing number in this pattern?

20, 30, 40, _____, 60

- (F) 35 (H) 50
(G) 45 (I) 70

← SPIRAL REVIEW

Look Back (MA.1.A.1.4)

5. Which is the sum?

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

- (A) 0 (C) 10
(B) 5 (D) 11

6. Which is the sum?

$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

- (F) 0 (H) 10
(G) 5 (I) 11

← SPIRAL REVIEW

Half Dollars and Quarters



MA.2.G.5.3 Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency.

Count on to find the total value.

1.



total value

2.



total value

3.



total value

PROBLEM SOLVING REAL WORLD

Solve. Write or draw to explain.

4. Look at Exercise 3. Draw another way to show the same total value using different coins.

Lesson Check (MA.2.G.5.3)

1. Which shows the total value of the coins?



- (A) 50¢
- (B) 65¢
- (C) 70¢
- (D) 75¢

2. Which shows the total value of the coins?



- (F) 10¢
- (G) 20¢
- (H) 40¢
- (I) 50¢

Review Grade 2 (MA.2.A.4.1)

3. Which numbers show skip counting by threes?

- (A) 3, 4, 5, 6
- (B) 12, 15, 18, 21
- (C) 13, 15, 17, 19
- (D) 31, 32, 33, 34

4. Which numbers show skip counting by fours?

- (F) 4, 6, 8, 10
- (G) 6, 9, 12, 15
- (H) 8, 12, 16, 20
- (I) 14, 15, 16, 17

← SPIRAL REVIEW

Look Back (MA.1.A.1.4)

5. Which is the sum of $3 + 2$?

- (A) 1
- (B) 4
- (C) 5
- (D) 6

6. Which is the sum of $5 + 3$?

- (F) 2
- (G) 8
- (H) 10
- (I) 15

← SPIRAL REVIEW

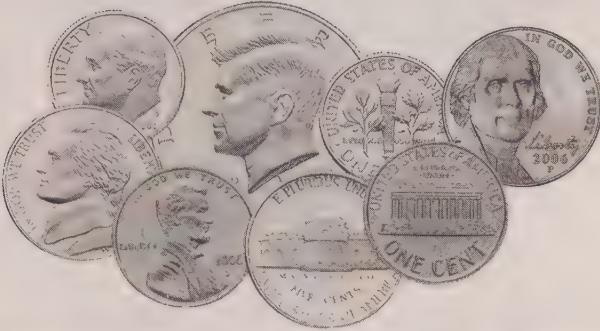
Count Collections



MA.2.G.5.3 Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency.

Draw and label the coins from greatest to least value. Find the total value.

1.



2.



3.



PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

4. Rebecca found these coins in the couch. She spent a quarter at the store. How much money does she have left?



Lesson Check (MA.2.G.5.3)

1. Which shows the total value of the coins?



- (A) 60¢ (C) 90¢
(B) 65¢ (D) 95¢

2. Which shows the total value of the coins?



- (F) 50¢ (H) 75¢
(G) 70¢ (I) 90¢

Review Grade 2 (MA.2.A.2.2)

3. Which is the sum?

$$\begin{array}{r} 57 \\ + 23 \\ \hline \end{array}$$

- (A) 34 (C) 71
(B) 70 (D) 80

4. Which is the sum?

$$\begin{array}{r} 43 \\ + 43 \\ \hline \end{array}$$

- (F) 0 (H) 86
(G) 76 (I) 96

← SPIRAL REVIEW

Look Back (MA.1.A.2.1)

5. Which is greater than 12?

- (A) 13
(B) 12
(C) 11
(D) 10

6. Which is less than 20?

- (F) 10
(G) 20
(H) 21
(I) 30

← SPIRAL REVIEW

Equal Amounts



MA.2.G.5.3 Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency.

Use coins. Show equal amounts.

Draw the coins. Write the number of coins and the value.

1.



1 half dollar

=

_____ nickels

2.



1 quarter

=

_____ nickels

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

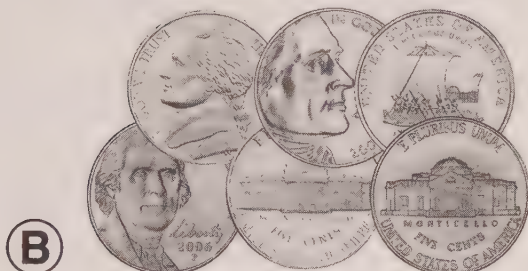
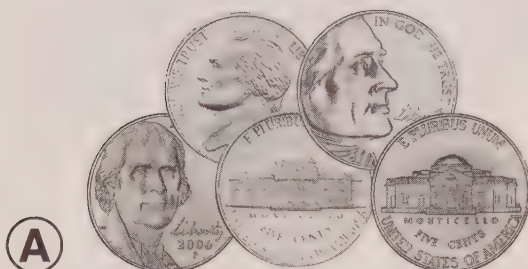
3. Luke wants to trade 2 quarters for dimes. How many dimes are equal in value to 2 quarters?



_____ dimes

Lesson Check (MA.2.G.5.3)

1. Which shows an equal amount?



Review Grade 2 (MA.2.A.2.2)

2. What is the difference?

$$\begin{array}{r} 582 \\ - 246 \\ \hline \end{array}$$

(F) 326

(H) 344

(G) 336

(I) 363

3. What is the difference?

$$\begin{array}{r} 393 \\ - 167 \\ \hline \end{array}$$

(A) 224

(C) 226

(B) 225

(D) 560

← **SPIRAL REVIEW**

Look Back (MA.1.A.1.3)

4. What is the missing digit?

$$2 + 3 = 5 \quad 3 + \underline{\quad} = 5$$

(F) 5

(H) 3

(G) 4

(I) 2

5. What is the missing digit?

$$4 + 5 = 9 \quad \underline{\quad} + 4 = 9$$

(A) 5

(C) 3

(B) 4

(D) 2

← **SPIRAL REVIEW**

Show Amounts in Two Ways

MA.2.G.5.3 Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency.

Use coins. Show the amounts in two ways.
Draw and label the coins.

1.

39¢

2.

83¢

3.

70¢

4.

57¢

PROBLEM SOLVING**REAL WORLD**

Solve. Write or draw to explain.

5. Madeline wants to buy a fruit smoothie that costs 60¢.
Draw coins to show two different ways to pay 60¢.

Lesson Check (MA.2.G.5.3)

1. Which shows an equal amount using different coins?



Review Grade 2 (MA.2.A.1.2)

2. Which shows the same number in a different way?

78

- (F)** 70 tens 8 ones
- (G)** 7 tens 8 ones
- (H)** 80 tens 7 ones
- (I)** 8 tens 7 ones

3. Which shows the same number in a different way?

93

- (A)** 3 tens 9 ones
- (B)** 30 tens 9 ones
- (C)** 90 tens 3 ones
- (D)** 9 tens 3 ones

← **SPIRAL REVIEW**

Look Back (MA.1.A.1.4)

4. Solve.

$$7 + 7 = 14 \quad 7 + 8 = \underline{\quad}$$

- (F)** 15 **(H)** 13
- (G)** 14 **(I)** 12

5. Solve.

$$4 + 4 = 8 \quad \underline{\quad} + 4 = 9$$

- (A)** 2 **(C)** 4
- (B)** 3 **(D)** 5

← **SPIRAL REVIEW**

Algebra: Compare Amounts



MA.2.G.5.3 Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency.

Write the total value of each group.
Then write $>$, $<$, or $=$.

1.



_____ ○ _____



2.



_____ ○ _____



3.



_____ ○ _____



PROBLEM SOLVING

REAL WORLD

Read the clues. Draw the coins.

4. Maya has 3 coins.
She has no quarters.
The total value of her coins is 56¢.
Which coins does Maya have?

Lesson Check (MA.2.G.5.3)

1. Which symbol makes the sentence true?



- (A) $<$ (C) $+$
 (B) $>$ (D) $=$

Review Grade 2 (MA.2.A.1.3)

← SPIRAL REVIEW

2. The red box has 126 pencils.
The blue box has 143 pencils.
The yellow box has 135 pencils.
Which of the following is true?

- (F) $135 < 143 < 126$
 (G) $126 < 135 < 143$
 (H) $143 > 126 > 135$
 (I) $135 > 143 > 126$

3. Martha saved 342 pennies.
Jake saved 219 pennies. Cody
saved 275 pennies. Which of the
following is true?

- (A) $219 < 342 < 275$
 (B) $275 < 219 < 342$
 (C) $342 > 275 > 219$
 (D) $342 > 219 > 275$

Look Back (MA.1.A.2.3)

← SPIRAL REVIEW

4. Which number is between
34 and 43?

- (F) 32
 (G) 33
 (H) 35
 (I) 45

5. Which number is between
60 and 63?

- (A) 62
 (B) 64
 (C) 66
 (D) 68

One Dollar

MA.2.G.5.3 Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency.

Circle coins to make \$1.00.
Cross out the coins you do not use.

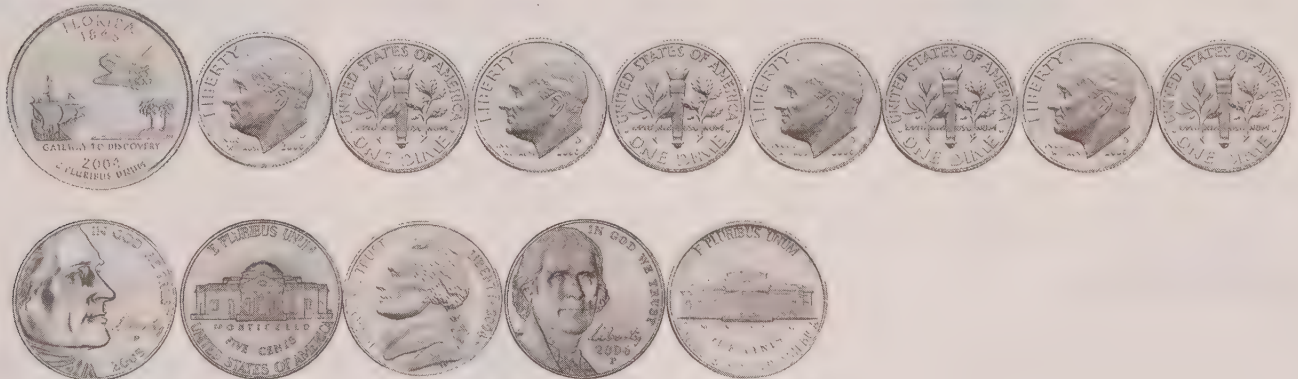
1.



2.



3.



PROBLEM SOLVING REAL WORLD

Read the clues. Draw the coins.

4. Amanda has 10 coins. The total value of the coins is \$1.00. They are all the same coin. Which coins can Amanda have?

Lesson Check (MA.2.G.5.3)

1. Which coin would make the total value of this group \$1.00?



- (A) half dollar (C) dime
 (B) quarter (D) nickel

Review Grade 2 (MA.2.A.4.4)

2. Jordan picks 15 flowers. Brent picks 9 flowers. How many more flowers does Brent need to pick to have the same number of flowers as Jordan?

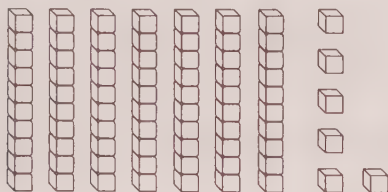
- (F) 10 (H) 6
 (G) 8 (I) 4

3. Felipe draws 6 shapes. Shawna draws 13 shapes. How many more shapes does Felipe need to draw to have the same number of shapes as Shawna?

- (A) 6 (C) 13
 (B) 7 (D) 19

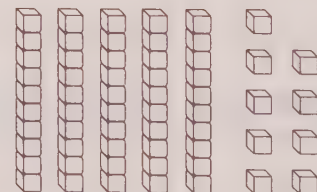
Look Back (MA.1.A.2.2)

4. What is the number?

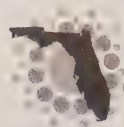


- (F) 13 (H) 76
 (G) 67 (I) 85

5. What is the number?



- (A) 95 (C) 57
 (B) 59 (D) 14

\$5, \$10, and \$20 Bills

MA.2.G.5.3 Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency.

Count on to find the total value.

1.



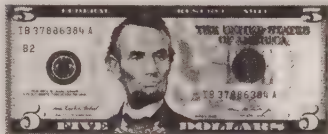
_____ total value

2.



_____ total value

3.



_____ total value

PROBLEM SOLVING **REAL WORLD**

Read the clues. Draw the bills.

4. Shelby has 5 bills that are all the same.
The total value of the bills is \$100.
Which bills can Shelby have?

Lesson Check (MA.2.G.5.3)

1. Danielle has one \$20 bill and two \$10 bills in her purse.
How much money is this?

- Ⓐ \$50
Ⓑ \$40
Ⓒ \$35
Ⓓ \$20

Review Grade 2 (MA.2.A.4.5)

2. What is the rule?

In	Out
10	20
30	40
50	60

- Ⓕ Add 5. Ⓖ Subtract 5.
Ⓖ Add 10. Ⓗ Subtract 10.

3. What is the rule?

In	Out
10	15
30	35
50	55

- Ⓐ Add 5. Ⓒ Subtract 5.
Ⓑ Add 10. Ⓓ Subtract 10.

Look Back (MA.1.A.4.1)

4. What is the next number in the pattern?

25, 35, 45, ____

- Ⓕ 65 Ⓖ 60 Ⓗ 55 Ⓘ 50

Name _____

PROBLEM SOLVING

Lesson 12.9

Act It Out • Money



MA.2.A.6.1 Solve problems that involve repeated addition.

Act out to solve. Draw to show what you did.

1. Sam has saved 8 bills. The value of each bill is \$5. What is the total value of the bills Sam has saved?

2. Bianca has some \$20 bills in her wallet. The total value of these bills is \$60. How many \$20 bills does she have?

_____ \$20 bills

3. Rose put some \$5 bills in her purse. The total value of these bills is \$35. How many \$5 bills did Rosa put in her purse?

_____ \$5 bills

Lesson Check (MA.2.A.6.1)

1. Kaylee had a stack of \$10 bills. There are 10 bills in the stack. What is the total value of these bills?

(A) \$10 (C) \$50
(B) \$20 (D) \$100

2. MB collected six \$5 dollar bills. What is the total value of these bills?

(F) \$5 (H) \$30
(G) \$11 (I) \$35

Review Grade 2 (MA.2.A.4.3)

3. Al made a pattern with his penny collection. He put 4 pennies in the first row, 6 pennies in the second row, and 8 pennies in the third row. How many pennies will Al place in the fourth row?

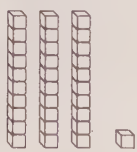
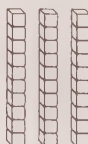
(A) 10 (C) 4
(B) 9 (D) 2

4. Eugene made a pattern with quarters. He put 5 quarters in the first row, 10 quarters in the second row, and 15 quarters in the third row. How many quarters will Eugene place in the fourth row?

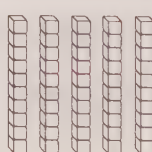
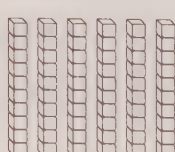
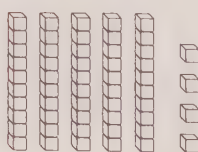
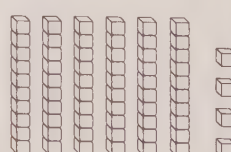
(F) 16 (H) 25
(G) 20 (I) 30

Look Back (MA.1.A.2.2)

5. Which is a way to show 31?

(A)  (C) 
(B)  (D) 

6. Which is a way to show 64?

(F)  (H) 
(G)  (I) 

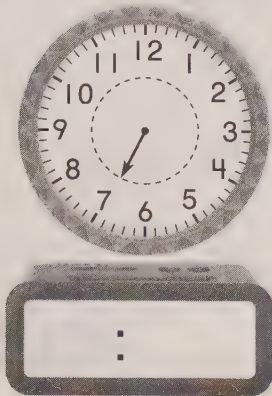
Time to the Hour



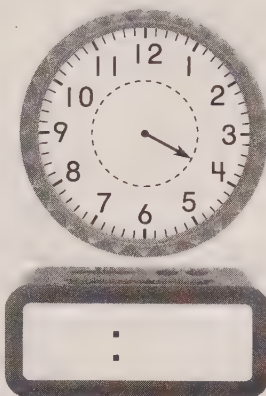
MA.2.G.5.2 Identify time to the nearest hour and half hour.

Look at where the hour hand points.
Write the time to the hour.

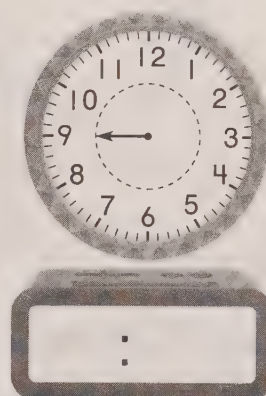
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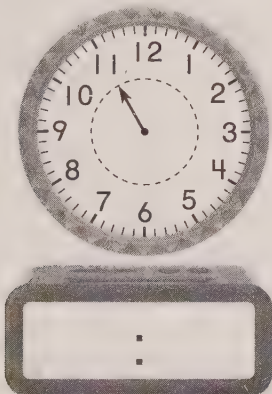
2.



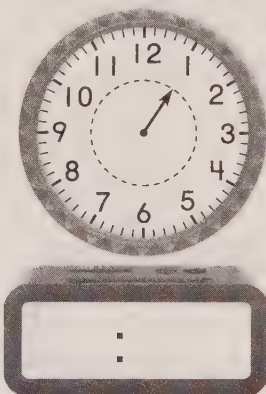
3.



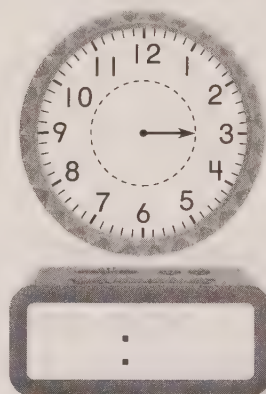
4.



5.



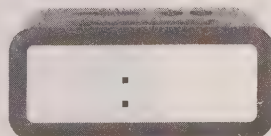
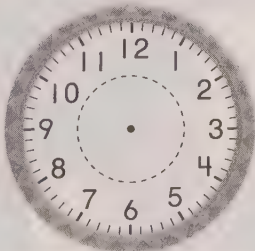
6.



PROBLEM SOLVING

REAL WORLD

7. Lauren gets on the bus at 7 o'clock each morning. Draw the hour hand on the clock to show 7 o'clock. Then write the time.



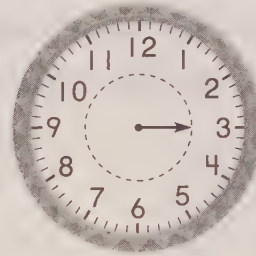
Lesson Check (MA.2.G.5.2)

1. What time is shown?



- (A) 12:00 (C) 10:00
 (B) 11:00 (D) 9:00

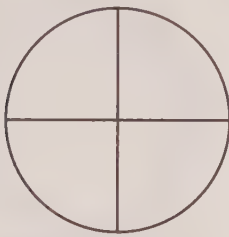
2. What time is shown?



- (F) 1:00 (H) 3:00
 (G) 2:00 (I) 4:00

Review Grade 2 (MA.2.G.5.1)

3. How many equal parts are in the whole?



- (A) 1 equal part
 (B) 2 equal parts
 (C) 3 equal parts
 (D) 4 equal parts

4. How many equal parts are in the whole?



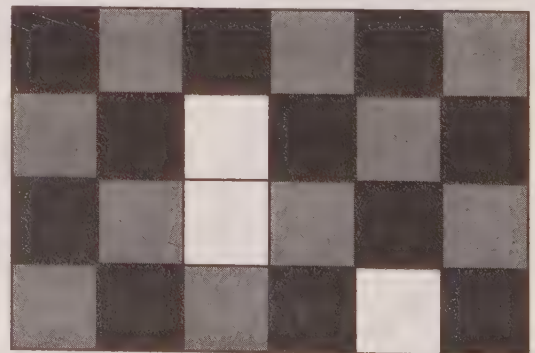
- (F) 1 equal part
 (G) 2 equal parts
 (H) 3 equal parts
 (I) 4 equal parts

← SPIRAL REVIEW

Look Back (MA.1.A.6.2)

5. What squares are missing in this pattern?

- (A) 0  and 3 
 (B) 1  and 1 
 (C) 1  and 2 
 (D) 2  and 1 



← SPIRAL REVIEW

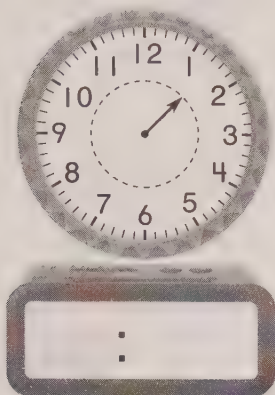
Time to the Half Hour



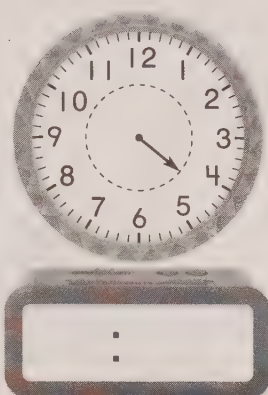
MA.2.G.5.2 Identify time to the nearest hour and half hour.

Look at where the hour hand points.
Write the time.

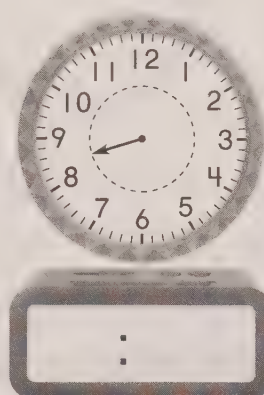
1.



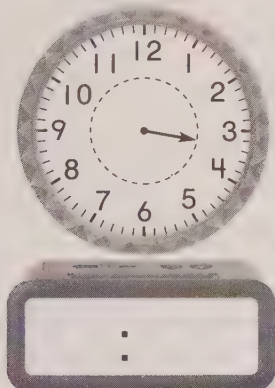
2.



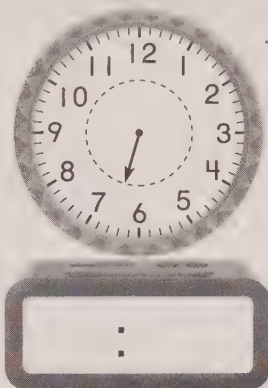
3.



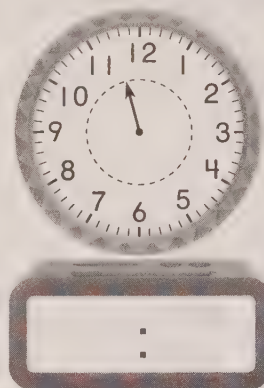
4.



5.



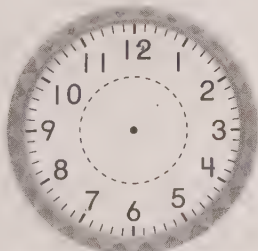
6.



PROBLEM SOLVING

REAL WORLD

7. It is halfway between 4 o'clock and 5 o'clock.
Draw the hour hand to show this time.
Then write the time.



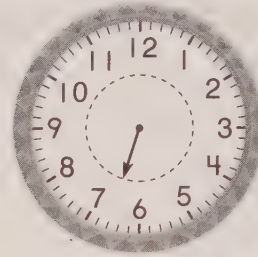
Lesson Check (MA.2.G.5.2)

1. What time is shown?



- (A) 12:30 (C) 1:30
 (B) 1:00 (D) 2:30

2. What time is shown?



- (F) 7:30 (H) 6:00
 (G) 6:30 (I) 5:30

Review Grade 2 (MA.2.A.2.4)

← SPIRAL REVIEW

3. Sasha drew 2 triangles and 3 squares.
How many sides do these shapes have in all?



- (A) 5
 (B) 17
 (C) 18
 (D) 20

Look Back (MA.1.A.2.3)

← SPIRAL REVIEW

4. What number is missing?



- (F) 65
 (G) 68
 (H) 70
 (I) 72

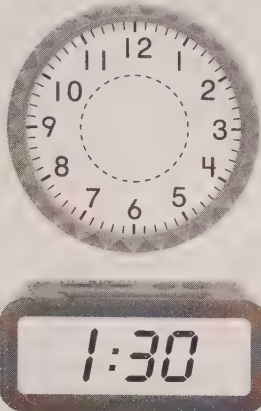
Time to the Hour and Half Hour

MA.2.G.5.2 Identify time to the nearest hour and half hour.

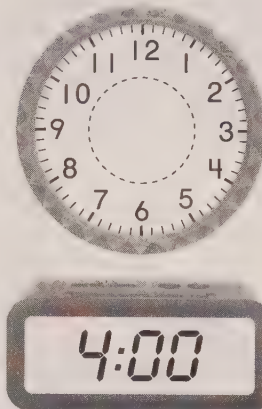


Draw the hour hand and minute hand to show the time.

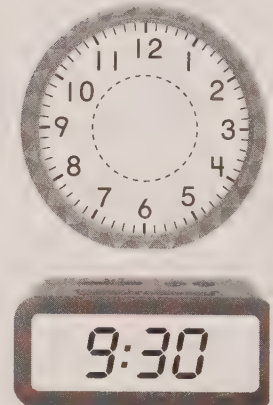
1.



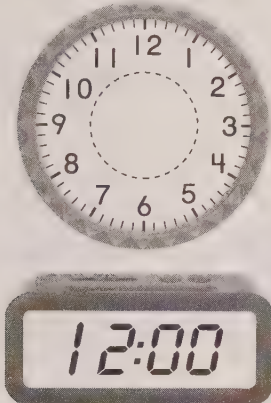
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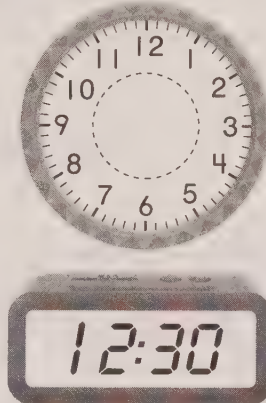
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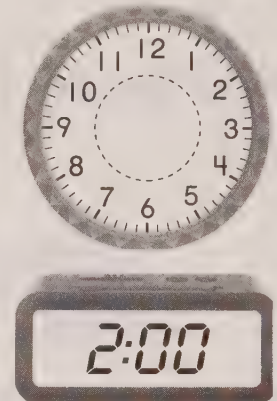
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5.

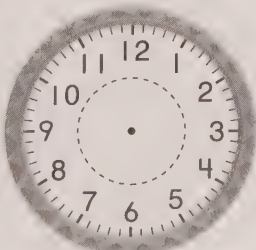


6.

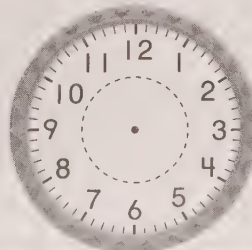
**PROBLEM SOLVING** REAL WORLD

7. Brendan has to meet his tutor at 4:00 today.
He also has soccer practice scheduled for 5:30.
Draw hands on the clocks to show the times.

TUTOR

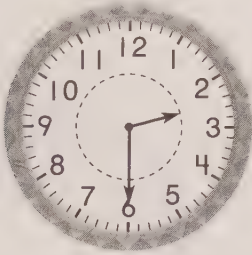


SOCCER



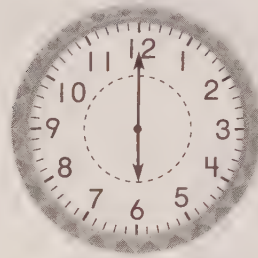
Lesson Check (MA.2.G.5.2)

1. What time is shown?



- (A) 12:30
- (B) 1:00
- (C) 1:30
- (D) 2:30

2. What time is shown?



- (F) 5:30
- (G) 6:00
- (H) 6:30
- (I) 7:30

Review Grade 2 (MA.2.A.2.2)

3. Solve.

$$\begin{array}{r} 45 \\ + 15 \\ \hline \end{array}$$

- (A) 30
- (B) 50
- (C) 60
- (D) 75

4. Solve.

$$\begin{array}{r} 45 \\ + 45 \\ \hline \end{array}$$

- (F) 90
- (G) 80
- (H) 15
- (I) 0

← SPIRAL REVIEW

Look Back (MA.1.A.2.1)

5. Which number is less than 45?

- (A) 40
- (B) 46
- (C) 50
- (D) 51

6. Which number is greater than 91?

- (F) 80
- (G) 89
- (H) 90
- (I) 92

← SPIRAL REVIEW

Chapter 12 Extra Practice

Lesson 12.1 - 12.2 (pp. 477 - 484)

Count on to find the total value.

1.



total value

2.



total value

3.



total value

4.



total value

Lesson 12.3 (pp. 485 – 488)

Find the total value.

1.



2.



3.



4.



Lesson 12.7 (pp. 501 – 503)

Circle coins to make \$1.00.

Cross out the coins you do not use.

1.



2.



Chapter 12 Extra Practice

Lesson 12.8 (pp. 505 – 508)

Count on to find the total value.

1.



total value _____

2.



total value _____

Lesson 12.9 (pp. 509 – 512)

Solve. Draw to show what you did.

1. Kate is saving for vacation.
She has 9 bills. The value of each bill is \$10. How much money does Kate have?

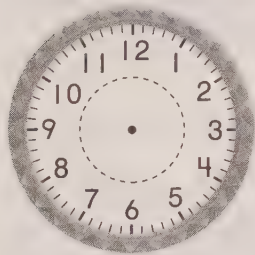
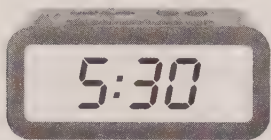
2. Luis put some \$5 bills in the bank.
The total value of these bills is \$85. How many \$5 bills did he put in the bank?

_____ \$5 bills

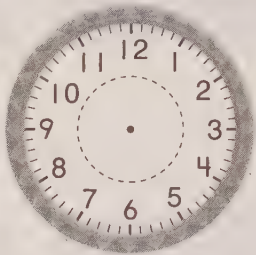
Lesson 12.10-12.12 (pp. 513 – 524)

Draw the hour hand and minute hand to show the time.

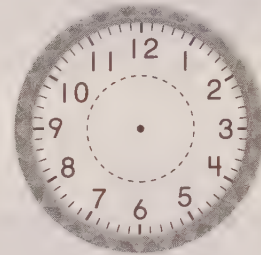
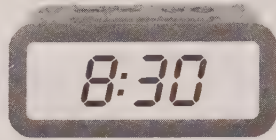
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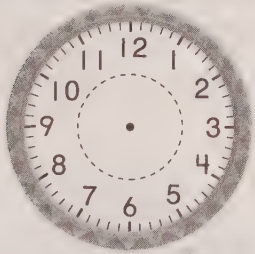
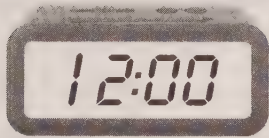
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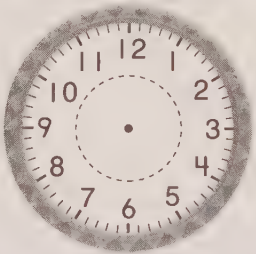
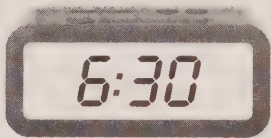
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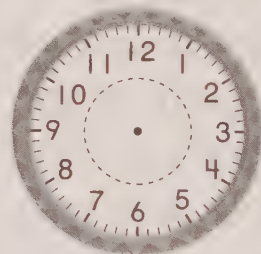
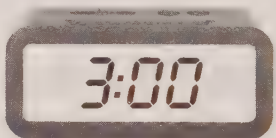
4.



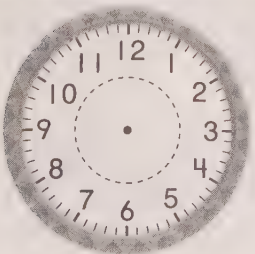
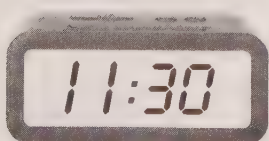
5.



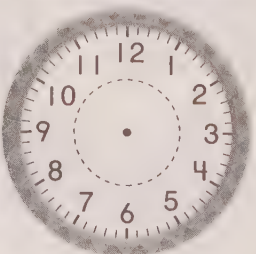
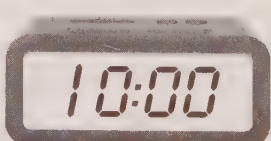
6.



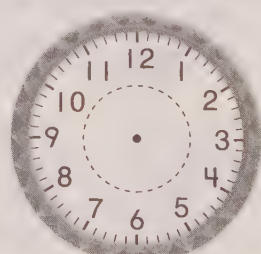
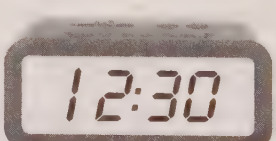
7.



8.



9.



Florida Benchmark Practice



Benchmark	Page
MA.2.A.1.2	P297
MA.2.A.4.1	P298
MA.2.A.4.3	P299
MA.2.A.1.3	P300
MA.2.A.4.5	P301
MA.2.A.6.1	P302
MA.2.A.4.4	P303
MA.2.A.2.2	P304
MA.2.G.3.1	P305
MA.2.A.2.4	P306
MA.2.G.5.3	P307
MA.2.G.5.2	P308



1. What is the value of the underlined digit?

87

- (A) 88
- (B) 80
- (C) 8
- (D) 70

2. Which is another way to write the number?

20 + 4

- (F) 20
- (G) 60
- (H) 42
- (I) 24

3. There are 45 people on a bus. Which is another way to write 45?

- (A) 40 tens 5 ones
- (B) 40 + 50
- (C) 40 + 5
- (D) 4 + 5

4. Which is another way to write 365?

- (F) 5 hundreds 6 tens 3 ones
- (G) 3 hundreds 6 tens 5 ones
- (H) 3 hundreds 5 tens 6 ones
- (I) 3 ones 6 tens 5 hundreds

5. Which is another way to write the number?

400 + 30 + 7

- (A) 300 + 40 + 7
- (B) 437
- (C) 734
- (D) 4,037

6. What is the value of the underlined digit?

8,429

- (F) 8
- (G) 80
- (H) 800
- (I) 8,000



1. What number comes next in this pattern?

35, 40, 45, 50, _____

- (A) 51
(B) 55
(C) 60
(D) 65

2. What number comes next in this pattern?

88, 90, 92, 94, _____

- (F) 92
(G) 95
(H) 96
(I) 98

3. Dara skip counts by fives on a hundred chart. She starts at 57. Which numbers does she say?

- (A) 57, 58, 59, 60, 61
(B) 57, 59, 61, 63, 65
(C) 57, 62, 67, 72, 77
(D) 57, 61, 65, 69, 73

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

4. Which numbers show skip counting by twos?

- (F) 2, 6, 10, 14
(G) 6, 8, 10, 12
(H) 10, 15, 20, 25
(I) 26, 36, 46, 56

5. Which numbers show skip counting by tens?

- (A) 10, 12, 14, 16
(B) 20, 25, 30, 35
(C) 44, 46, 48, 50
(D) 64, 74, 84, 94

MA.2.A.4.1 Extend number patterns to build a foundation for understanding multiples and factors – for example, skip counting by 2's, 5's, 10's.



1. Elena started a pattern with the number 9.
Which number will she write in the 10th position?

9	12	15	18	21	24				
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th

- Ⓐ 25 Ⓑ 28 Ⓒ 33 Ⓓ 36

2. Billy made this pattern with shapes.
Which shape will be in the 9th position?

								
1st	2nd	3rd	4th	5th	6th	7th	8th	9th

- Ⓕ  Ⓖ  Ⓗ  Ⓘ 

3. Look at the table. How many pears are in 4 bags?

number of pears	6	12	18	
number of bags	1	2	3	4

- Ⓐ 16 Ⓑ 17 Ⓒ 22 Ⓓ 24

4. What is the next number in the pattern?

7, 11, 15, 19, ____

- Ⓕ 18 Ⓖ 20 Ⓗ 21 Ⓘ 23



1. Louisa read more than 238 pages in her book. Which could be the number of pages she read?
- (A) 156
(B) 199
(C) 229
(D) 241
2. Ari read 876 pages over the summer. Henry read 787 pages. Ellie read 867 pages. Which is true?
- (F) Ellie read more than Ari.
(G) Ari read more than Ellie.
(H) Henry read more than Ellie.
(I) Henry read more than Ari.
3. Which is true?
- (A) $1,112 = 1,121$
(B) $1,211 > 1,112$
(C) $1,112 > 1,212$
(D) $1,211 < 1,122$
4. Which is true?
- (F) $255 > 265 > 275$
(G) $255 < 275 < 265$
(H) $275 > 255 > 265$
(I) $275 > 265 > 255$
5. Ann's school library has 4,532 books. Tim's school library has fewer books. Which could be the number of books in Tim's school library?
- (A) 4,323
(B) 4,541
(C) 4,539
(D) 4,600
6. Thomas collects sports cards. He has more than 346 cards. He has fewer than 432 cards. Which is the number of sports cards Thomas could have?
- (F) 325
(G) 429
(H) 436
(I) 511



1. What is the rule?

In	Out
8	11
5	8
7	10
9	12

- ☐ A Add 1.
☐ B Add 2.
☐ C Add 3.
☐ D Add 4.

2. What is the rule?

In	Out
12	4
10	2
8	0
11	3

- ☐ F Subtract 8.
☐ G Add 7.
☐ H Subtract 6.
☐ I Subtract 2.

3. What number is missing?

In	Out
6	10
5	9
8	12
4	

- ☐ A 4 ☐ C 6
☐ B 5 ☐ D 8

4. What number is missing?

In	Out
12	6
9	
14	8
6	0

- ☐ F 3 ☐ H 12
☐ G 10 ☐ I 15

MA.2.A.4.5 Recognize and state rules for functions that use addition and subtraction.



- | | |
|---|--|
| <p>1. Karen has 4 packages of crackers. Each package has 5 crackers. How many crackers does Karen have?</p> <p>(A) 5
(B) 9
(C) 20
(D) 45</p> | <p>2. Natalie buys 3 pairs of gloves. There are 2 gloves in each pair. How many gloves does Natalie buy?</p> <p>(F) 32
(G) 23
(H) 6
(I) 5</p> |
| <p>3. Tony has 5 boxes of pencils. Each box has 10 pencils. How many pencils does Tony have?</p> <p>(A) 510
(B) 50
(C) 15
(D) 10</p> | <p>4. Mike wants to put 3 stamps on each letter. He has 4 letters. How many stamps does Mike need?</p> <p>(F) 4
(G) 5
(H) 8
(I) 12</p> |
| <p>5. Nita puts her books on shelves. She has 6 shelves. She puts 5 books on each shelf. How many books does Nita have?</p> <p>(A) 30
(B) 56
(C) 65
(D) 506</p> | <p>6. Frank buys 3 packs of juice. There are 3 boxes in each pack. How many boxes of juice does Frank buy?</p> <p>(F) 12
(G) 9
(H) 8
(I) 6</p> |



1. Anna and Tom together have the same number of books as Juan. How many books does Tom have?

Anna
4 books

Tom
? books

Juan
11 books

- (A) 4 (B) 7 (C) 8 (D) 15

2. Which number will complete the number sentence?

$$6 + \underline{\quad} = 9 + 4$$

- (F) 4
(G) 5
(H) 6
(I) 7

3. Which number will complete the number sentence?

$$4 + 5 = \underline{\quad} + 7$$

- (A) 1
(B) 2
(C) 4
(D) 9

4. Sam and Dave have the same number of hats. Sam has 4 blue hats and 6 red hats. Dave has 7 blue hats and some red hats. How many red hats does Dave have?

- (F) 3
(G) 10
(H) 17
(I) 20

5. Jenna bakes 18 muffins. Some are blueberry and the rest are bran. She makes the same number of each kind. How many blueberry muffins are there?

- (A) 8
(B) 9
(C) 18
(D) 36



1. What is the sum?

$$59 + 6 = \underline{\quad}$$

- (A) 53
- (B) 65
- (C) 66
- (D) 76

2. What is the difference?

$$84 - 7 = \underline{\quad}$$

- (F) 77
- (G) 78
- (H) 87
- (I) 91

3. What is the sum?

$$\begin{array}{r} 645 \\ + 219 \\ \hline \end{array}$$

- (A) 854
- (B) 855
- (C) 859
- (D) 864

4. What is the difference?

$$\begin{array}{r} 593 \\ - 367 \\ \hline \end{array}$$

- (F) 226
- (G) 227
- (H) 326
- (I) 960

5. Max went to the zoo. He saw 45 birds and 17 monkeys. How many more birds did he see than monkeys?

- (A) 27
- (B) 28
- (C) 61
- (D) 62

6. 176 boys and 214 girls went on the school trip. How many children went on the school trip?

- (F) 38
- (G) 389
- (H) 390
- (I) 490

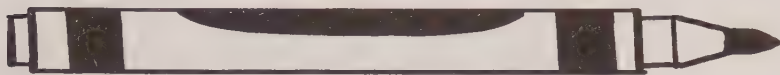


1. Use an inch ruler. What is the length of the string to the nearest inch?



- (A) 3 inches (B) 4 inches (C) 5 inches (D) 6 inches

2. The bead is about 1 inch long. Which is the best estimate of the length of the crayon?



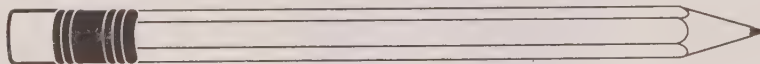
- (F) 1 inch (G) 4 inches (H) 8 inches (I) 12 inches

3. Use a centimeter ruler. What is the length of the string to the nearest centimeter?



- (A) 9 centimeters (C) 5 centimeters
(B) 7 centimeters (D) 4 centimeters

4. The paper clip is about 3 centimeters long. Which is the best estimate of the length of the pencil?



- (F) 2 centimeters (H) 10 centimeters
(G) 4 centimeters (I) 20 centimeters

MA.2.G.3.1 Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.

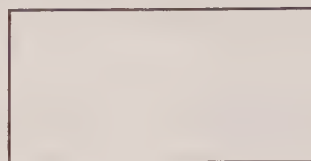


1. Use a centimeter ruler. What is the total distance around the triangle?



- (A) 4 cm (C) 8 cm
(B) 7 cm (D) 9 cm

2. Use a centimeter ruler. What is the total distance around the rectangle?



- (F) 8 cm (H) 11 cm
(G) 10 cm (I) 12 cm

3. The length of each side of a triangle is 5 centimeters. What is the total distance around the triangle?

- (A) 20 cm (C) 10 cm
(B) 15 cm (D) 5 cm

4. The sum of the lengths of three sides of a square is 18 inches. What is the length of the fourth side?

- (F) 24 inches (H) 6 inches
(G) 9 inches (I) 5 inches

5. Remi drew 4 rectangles. How many vertices do these shapes have in all?



- (A) 16 (C) 8
(B) 12 (D) 4

6. Sarah drew these shapes. How many sides do these shapes have in all?



- (F) 9 (H) 15
(G) 13 (I) 18



1. Manuel has these coins. How much money does he have?



- (A) 75¢ (C) 50¢
(B) 55¢ (D) 45¢

2. Sal has these coins. How much money does he have?



- (F) 65¢ (H) 75¢
(G) 70¢ (I) 80¢

3. Beth has 3 dimes in one hand. She has 6 nickels in the other hand. How much money does she have?

- (A) 30¢ (C) 55¢
(B) 45¢ (D) 60¢

4. Paul has three \$20 bills in one pocket. He has two \$5 bills in the other pocket. How much money does Paul have?

- (F) \$60 (H) \$70
(G) \$65 (I) \$75

5. Ben and Josie each have some coins.

Ben	Josie

Which compares the total values of their coins?

- (A) $35¢ = 35¢$ (C) $25¢ > 20¢$
(B) $35¢ > 30¢$ (D) $15¢ < 20¢$

MA.2.G.5.3 Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency.



1. What time is shown?



- (A) 3:00 (C) 5:00
(B) 4:00 (D) 12:00

2. What time is shown?



- (F) 12:00 (H) 10:30
(G) 11:00 (I) 10:00

3. What time is shown?



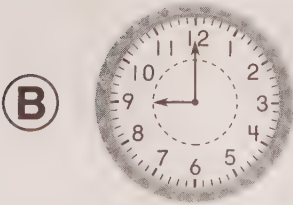
- (A) 12:30 (C) 1:30
(B) 1:00 (D) 2:30

4. What time is shown?



- (F) 7:30 (H) 6:00
(G) 6:30 (I) 5:30

5. Which clock shows 10:30?



End-of-Year Resources



Big Idea Review Projects

Big Idea 1: Florida Fun Facts	P311
Big Idea 2: Plan a Trip to the Zoo.	P315
Big Idea 3: Measuring Up!	P319

Getting Ready for Grade 3

These lessons review important skills and prepare you for Grade 3 benchmarks.

Lesson 1	Read a Tally Table	P323
Lesson 2	Take a Survey	P325
Lesson 3	Understand Data	P327
Lesson 4	Make Concrete Graphs	P329
Checkpoint		P331
Lesson 5	Skip Count Equal Groups	P333
Lesson 6	Arrays	P335
Lesson 7	Combinations	P337
Lesson 8	Size of Shares	P339
Lesson 9	Number of Equal Shares	P341
Checkpoint		P343
Lesson 10	Unit Fractions	P345
Lesson 11	Other Fractions	P347
Lesson 12	Unit Fractions of a Group.	P349
Lesson 13	Other Fractions of a Group	P351
Lesson 14	Plane Shapes	P353
Lesson 15	Sort Plane Shapes	P355
Lesson 16	Use Venn Diagrams	P357
Checkpoint		P359
Lesson 17	Time After the Hour	P361
Lesson 18	A.M. and P.M.	P363
Lesson 19	Days, Weeks, Months, and Years	P365
Lesson 20	Use a Calendar	P367
Checkpoint		P369

Name _____



Develop an understanding of
base-ten numeration system
and place-value concepts.

Big Idea Review Project Florida Fun Facts

Project

Millions of people visit Florida each year.
Learn some facts that tell why. Then use the facts
to solve problems.

Plan

Be sure you have all the materials you need.



base ten blocks

Florida has miles and miles of things to do.
Use blocks to show how large Florida is.
Draw quick pictures. Then record the numbers.

1. Florida is 447 miles long from north to south.

Hundreds	Tens	Ones

2. Florida is 361 miles wide from east to west.

Hundreds	Tens	Ones

3. Is Florida longer than it is wide? Explain.

Put It Together!

Here are some fun facts about Florida.

Florida Fun Facts

- 663 miles of beaches
- 7,700 lakes
- 4,510 islands
- 1,711 streams, rivers, and creeks

1. How many lakes does Florida have?

Write the number two different ways.

_____ thousands _____ hundreds _____ tens _____ ones

_____ + _____ + _____ + _____

2. How many islands does Florida have?

Write the number two different ways.

_____ thousands _____ hundreds _____ ten _____ ones

_____ + _____ + _____ + _____

3. Compare the number of lakes to the number of islands.

Of which are there more? Explain.

_____ ○ _____

Reflect

Use the Florida Fun Facts to complete each sentence. Write the comparison.

Florida Fun Facts

- 663 miles of beaches
- 7,700 lakes
- 4,510 islands
- 1,711 streams, rivers, and creeks

1. There are more _____ than _____.
_____ ○ _____

2. There are fewer _____ than _____.
_____ ○ _____

3. Order the Florida Fun Fact numbers from greatest to least.
_____ ○ _____ ○ _____

Go Beyond

Choose the number from the box that best answers each question.

361	58
1,421	
	67
426	
1,289	

1. There are more than 1,370 golf courses in Florida.
How many golf courses could there be?
_____ golf courses
2. In Florida, you are never more than 60 miles from the ocean.
How many miles from the ocean could you be?
_____ miles from the ocean
3. Sanibel Island is one of the 10 best beaches for collecting shells.
There are a little more than 400 kinds of shells. How many kinds of shells could there be?
_____ kinds of shells
4. Clearwater, Florida has sunshine almost everyday of the year.
About how many days of sunshine might there be?
_____ days of sunshine

Name _____

Big Idea Review Project

Plan a Trip to the Zoo

Project

All the second graders in your school are going on a trip to the zoo. Help plan the trip.

Plan

Be sure you have the materials you need.

 base ten blocks

First find out how many children in your class are going on the trip.

1. How many girls are going? How many boys are going?

_____ girls _____ boys

2. How many children in your class are going on the trip?

_____ children

3. Are the numbers of boys and girls in your class going on the trip the same? If not, are there more boys or more girls? How many more?

Put It Together

Ask your teacher for the number of other second graders going on the trip. Complete the chart. Then answer each question. Show your work.

Second Graders Going on the Trip

Your Class	The Other Second Graders
_____ girls	_____ girls
_____ boys	_____ boys

1. What is the total number of girls going on the trip?

_____ girls

2. What is the total number of boys going on the trip?

_____ boys

3. Are the total number of boys and the total number of girls going on the trip the same? If not, are there more girls or more boys? How many more?

Name _____

Reflect

Plan to bring lunch to the zoo. Use the information from the chart on page P316. Show your work.

1. Each child needs one sandwich. How many sandwiches will you need?

_____ sandwiches

-
2. Some of the sandwiches are peanut butter and jelly. The rest are tuna fish. How many of each will you need?

_____ peanut butter and jelly sandwiches

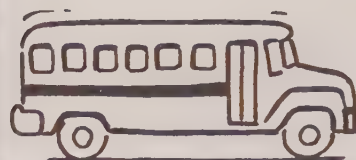
_____ tuna fish sandwiches

-
3. Each child will get two snacks. How many snacks will you need?

_____ snacks

Go Beyond

A bus can seat 24 children. How many buses will you need for the trip? Draw or write to show how you got your answer.



Name _____

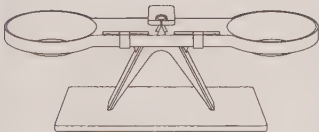
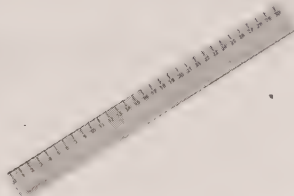
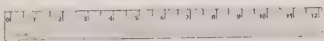
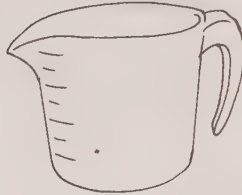
Big Idea Review Project Measuring Up!

Project

Use measurement tools and choose units to
measure length, height, and distance.

Plan

Circle the tools you are most likely
to use to measure length, height, or
distance.

 balance	 centimeter ruler	 meterstick
 inch ruler	 yardstick	 measuring cup

Did you circle all the tools? Explain why or why not.

Put it Together

Measure to the nearest inch, foot, or yard. Choose the best unit for each. Use a different unit each time.

1. my height

2. my shoe

3. the distance from my desk to the classroom door

Measure to the nearest centimeter or meter. Choose the better unit. Use a different unit for each.

4. my bookbag

5. the length of my classroom

Name _____

Reflect

Units	inches	feet	yards
	centimeters	meters	
Tools	inch ruler	yardstick	
	centimeter ruler	meterstick	

Choose the unit and tool you would use to measure each item. Explain why.

1. the height of your school

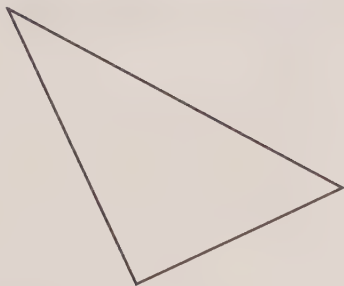
2. the length of your math book

Compare the measurements. Write $<$ or $>$.

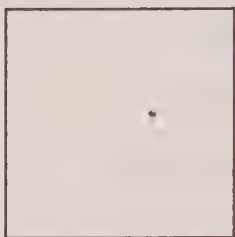
3. 5 centimeters _____ 5 meters

4. 3 feet _____ 3 inches

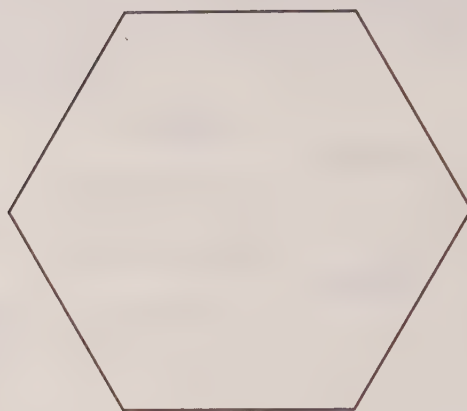
Go Beyond



triangle



square



hexagon

Use a centimeter ruler to find the distance around each figure.

1. triangle _____ cm

2. square _____ cm

3. hexagon _____ cm

4. What is the difference between the distance around the triangle and the distance around the hexagon? _____ cm

5. What is the total distance around all 3 figures? _____ cm

6. Draw a figure with a distance of 16 centimeters around it.
What is the shape of the figure?

Read a Tally Table

Essential Question How can you read a tally table?

Model and Draw

Some children were asked which sport they liked better.

Sports We Like	
Sport	Tally
soccer	III
baseball	III

This tally table shows that 8 children chose soccer and 3 children chose baseball.



Each tally mark I stands for 1 child.
|||| stands for 5 children.

Share and Show



Read the tally table and answer the questions.

- How many children chose card games?
_____ children

Games We Like	
Game	Tally
card games	
puzzles	
board games	II

- How many children chose puzzles or board games?
_____ children

- Which game did the most children choose?

Math Talk How would the tally marks change if we asked 5 more children and they all chose card games?



On Your Own

Places We Like	
Place	Tally
pool	III
lake	II
beach	



Read the tally table and answer the questions.

4. How many children chose the beach? _____ children

5. How many children in all voted? _____ children

6. Did more children choose the lake or the beach? _____

7. Which place did the fewest children choose? _____

PROBLEM SOLVING

REAL WORLD

8. **H.O.T.** Use the tally table to solve.

Picnic Foods We Like	
Food	Tally
watermelon	II
grapes	IIII

How many more children would have to choose watermelon to have 1 more tally mark than grapes?

_____ more children



TAKE HOME ACTIVITY • Have your child toss a small collection of loose change. Together, make a tally table to record the numbers of coins that are heads up and tails up.

Take a Survey

Essential Question How can you take a survey?

Model and Draw

You can take a survey to get information. Jane took a survey of her friends' favorite zoo animals. The tally table shows the results.

Favorite Zoo Animals	
Animal	Tally
elephant	
monkey	
tiger	



REMEMBER:

Each tally mark stands for one friend's choice.

Share and Show



1. Take a survey.

Ask 10 classmates which zoo animal is their favorite. Use tally marks to show their answers.

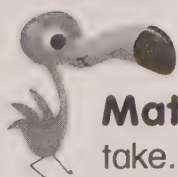
Our Favorite Zoo Animals	
Animal	Tally
elephant	
monkey	
tiger	
ostrich	

2. How many children did not choose tiger?

_____ children

3. Did more children choose elephant or tiger? _____

4. The most children chose _____ as their favorite.



Math Talk Describe a different survey that you could take. What would the choices be?

On Your Own

5. Take a survey. Ask 10 classmates which color is their favorite. Use tally marks to show their answers.

Our Favorite Colors	
Color	Tally
red	
blue	
green	

6. Which color was chosen by the fewest classmates? _____
7. Which color did the most classmates choose? _____
8. Did more classmates choose red or green? _____
9. _____ classmates chose a color that was not red.
10. Did fewer children choose blue or green? _____

PROBLEM SOLVING REAL WORLD

11. **H.O.T.** Jeff wants to ask 10 classmates which snack is their favorite. These are the results he has recorded. How many more classmates does he need to ask?
_____ more classmates

Our Favorite Snacks	
Snack	Tally
pretzels	II
apples	I
popcorn	III



TAKE HOME ACTIVITY • Have your child survey family members about their favorite sport and make a tally table to show the results.

Understand Data

Essential Question How can you find information in a table?

Model and Draw

Nancy measured the height of her plant once a week for four weeks.

How many inches taller was the plant on May 8 than on May 1?

2 inches taller

Compare the height of the plant on May 8 and on May 22.

How did the plant change?

The plant grew taller.

Height of Plant	
Date	Height
May 1	3 inches
May 8	5 inches
May 15	8 inches
May 22	10 inches

Share and Show



Use the table.

1. How much did Ben's puppy weigh on June 16?

2. How many pounds heavier was Ben's puppy on June 9 than on June 2?

_____ pounds heavier

3. From June 9 to June 23, Ben's puppy gained _____ pounds.

Weight of Puppy	
Date	Weight
June 2	12 pounds
June 9	14 pounds
June 16	17 pounds
June 23	19 pounds



Math Talk How did the puppy's weight change from June 2 to June 23? Explain.

On Your Own

Use the table.

Rainfall in Alicia's Town	
Month	Amount of Rain
August	6 inches
September	5 inches
October	2 inches
November	1 inch



4. How many inches of rain fell in August? _____ inches
-
5. How many fewer inches of rain fell in October than in August? _____ fewer inches
-
6. How many inches of rain fell during these four months? _____ inches
-
7. What is the difference between the amount of rainfall in September and in October? _____ inches

PROBLEM SOLVING

REAL WORLD

8.  Using the table, describe how the rainfall in Alicia's town changed from August to November.



TAKE HOME ACTIVITY • With your child, look through a newspaper or magazine to find a table of data. Ask your child to describe the information in the table.

Make Concrete Graphs

Essential Question How can you use real objects to make a concrete graph?

Model and Draw

A **concrete graph** uses real objects to show information.

This graph shows whether children chose apple or orange as their favorite fruit.

Did more children choose apple or orange?

apple

Favorite Fruit								
apple								
orange								

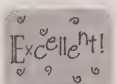
Share and Show



Show six classmates some animal and word stickers.

Everyone chooses his or her favorite sticker.

Everyone sticks the sticker in the correct row of the graph.

Our Favorite Stickers					
animal 					
word 					

2. Did more children choose an animal sticker or a word sticker as their favorite? _____



Math Talk How does a concrete graph help you compare amounts?

On Your Own

Use the graph to answer the questions.

Art Tools We Like					
crayon					
paintbrush					
marker					

3. How many children chose crayon? _____ children

4. Which art tool did the fewest children choose? _____

5. How many children chose paintbrush or marker? _____ children

6. How many children in all chose an art tool? _____ children

PROBLEM SOLVING

Use the graph.

7. Are there more blue cubes than red cubes in the Math Kit?
Explain.

Cubes in My Math Kit					
blue cube					
yellow cube					
red cube					

TAKE HOME ACTIVITY • Have your child think of 2 questions that can be answered using one of the graphs in this lesson. Answer the questions together.



Checkpoint

Concepts and Skills

Read the tally table and answer the questions. (pp. P323-P326)

1. Which type of animal did the fewest children choose?

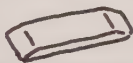
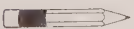
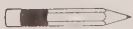
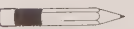
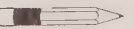
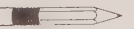
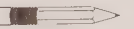
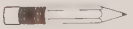
Animals We Like	
Animal	Tally
dog	
cat	
hamster	
rabbit	

2. Did more children choose dog or cat?

3. How many children chose rabbit?

_____ children

Use the graph to answer the questions. (pp. P329-P330)

Tools in Our Art Kit							
eraser							
pencil							
crayon							

4. How many pencils are in the kit?

_____ pencils

5. Are there more erasers or crayons in the kit?

more _____

6. How many tools are in the kit in all?

_____ tools

Use the table. (pp. P327–P328)

Books We Read	
Month	Number of Books
October	18
November	22
December	19
January	25

7. How many books were read in December?

_____ books

8. How many more books were read
in November than in October?

_____ more books

9. In which month were the most books read?

10. How many books were read in all
in November and December?

_____ books

11. Use the table. How much taller
was the plant on July 1
than on May 1? (pp. P327–P328)

- (A) 50 inches taller
- (B) 10 inches taller
- (C) 6 inches taller
- (D) 4 inches taller

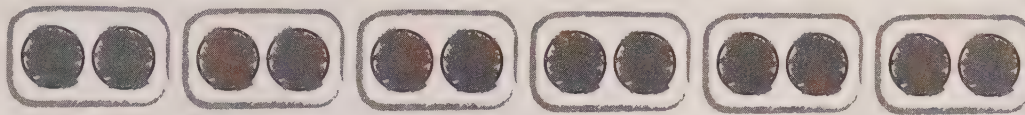
Height of Plant	
Date	Height
May 1	20 inches
June 1	26 inches
July 1	30 inches

Skip Count Equal Groups

Essential Question How can you use pictures to skip count equal groups?

Model and Draw

Skip count equal groups to find how many in all.



THINK:
There are
6 equal
groups of 2.

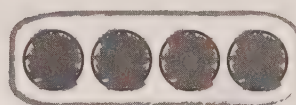
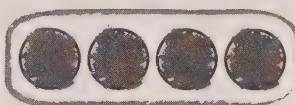
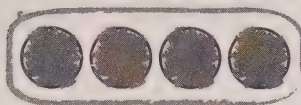
2, 4, 6, 8, 10, 12 12 in all

Share and Show



Draw equal groups. Skip count to find how many in all.

1. 3 groups of 4 



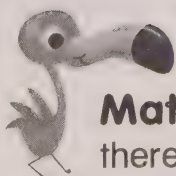
_____ in all

2. 4 groups of 3 

_____ in all

3. 4 groups of 4 

_____ in all



Math Talk Explain how to skip count to find how many there are in 5 groups of 3.

On Your Own

Draw equal groups. Skip count to find how many in all.

4. 5 groups of 2 

_____ in all

_____, _____, _____, _____, _____

5. 3 groups of 6 

_____ in all

_____, _____, _____

6. 4 groups of 2 

_____ in all

_____, _____, _____, _____

PROBLEM SOLVING

7. Draw equal groups. Skip count by twos to show 16 in all.

8. Draw equal groups. Skip count by threes to show 15 in all.



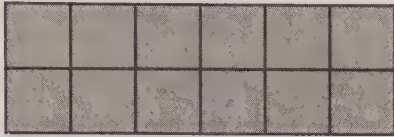
TAKE HOME ACTIVITY • Ask your child to make 6 equal groups of pennies with 2 in each group and skip count to find how many in all.

Arrays

Essential Question How can you use an array to find how many in all?

Model and Draw

An array can help you find how many in all.
It helps by ordering objects in rows.



2 rows of 6
12 in all



2 rows
of 6

Share and Show



Write how many rows and how many in each row.
Write how many in all.

1.



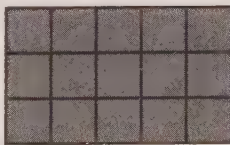
_____ rows of _____
_____ in all

2.



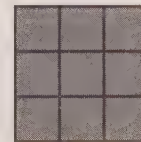
_____ rows of _____
_____ in all

3.

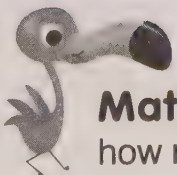


_____ rows of _____
_____ in all

4.



_____ rows of _____
_____ in all



Math Talk How does an array help you find how many in all?

On Your Own

Write how many rows and how many in each row. Write how many in all.



5.



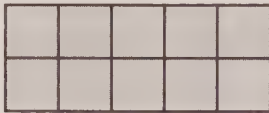
____ rows of ____
____ in all

6.



____ rows of ____
____ in all

7.



____ rows of ____
____ in all

8.



____ rows of ____
____ in all

PROBLEM SOLVING

Color at least 10 small squares to make an array that has at least 3 rows.

9. **H.O.T.** Write how many rows and how many in each row. Write how many in all.

____ rows of ____
____ in all



TAKE HOME ACTIVITY • Ask your child to draw squares to make an array and then tell you how many in all.

Combinations

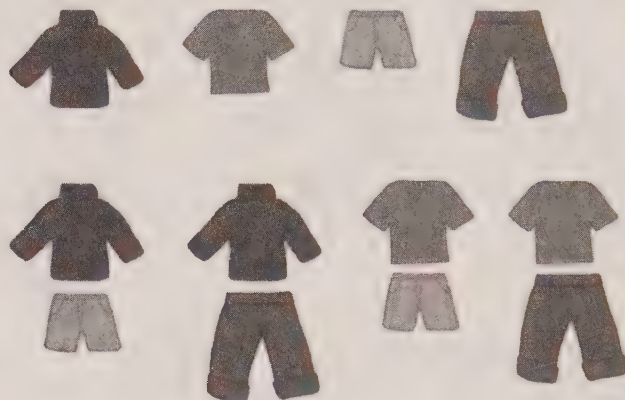
Essential Question How can you find all the different combinations for two groups of items?

Model and Draw

A **combination** is a result of joining 2 or more things.

Sara makes combinations of outfits with her sweaters and pants.

How many combinations of outfits can she make with 2 sweaters and 2 pairs of pants?



Sara can make 4 outfits.

Share and Show



1. Draw the different ways you can have a drink and a snack.



Math Talk

Explain how you solved Exercise 1.

On Your Own

Color to show the combinations.

2. Jack makes outfits with his shorts and shirts. Color the shorts and shirts to show different outfits he can make.



Jack can make _____ outfits.

PROBLEM SOLVING

REAL WORLD

3. **H.O.I.** Sonya is having a party. She is serving chocolate cupcakes and yellow cupcakes. Her guests can choose chocolate, vanilla, or strawberry frosting. How many combinations of a cupcake and frosting are there? Draw to show how many.



TAKE HOME ACTIVITY • Choose 3 letters and 3 shapes. Have your child draw to show how many different combinations he or she can make of 1 letter and 1 shape.

Size of Shares

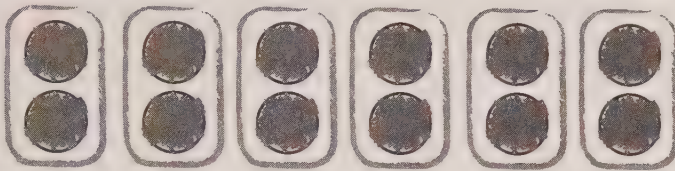
Essential Question How can you place items in equal groups?

Model and Draw

When you **divide**, you separate into equal groups.

Joel has 12 carrots to feed the rabbits. There are 6 rabbits. How many carrots does each one get?

Place 12 counters in 6 equal groups.



2



in each group.

So, each rabbit gets 2 carrots.

Share and Show



Use counters. Draw to show your work.

Write how many in each group.

1. Place 10 counters in 2 equal groups.

_____ in each group

2. Place 6 counters in 3 equal groups.

_____ in each group



Math Talk How did you know how many counters to place in each group for Exercise 2?

On Your Own

Use counters. Draw to show your work. Write how many in each group.

3. Place 9 counters in 3 equal groups.

_____ in each group

4. Place 12 counters in 2 equal groups.

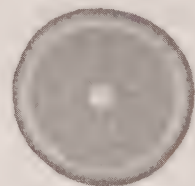
_____ in each group

5. Place 16 counters in 4 equal groups.

_____ in each group

PROBLEM SOLVING REAL WORLD

6. Mrs. Peters divides 6 orange slices between 2 plates. She wants to have 4 orange slices on each plate. How many more orange slices does she need?



_____ more orange slices



TAKE HOME ACTIVITY • Ask your child to divide 21 pennies into 3 equal groups.

Number of Equal Shares

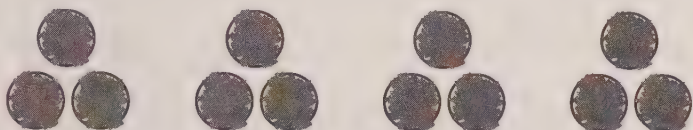
Essential Question How can you find the number of equal groups that items can be placed into?

Model and Draw

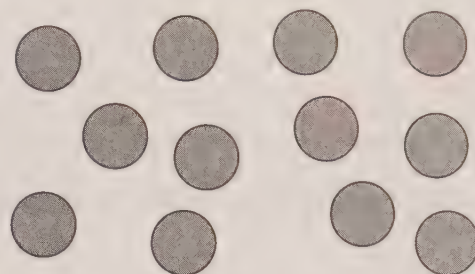
When you divide, put the same amount in each group to find the number of groups.

There are 12 cookies. Each child gets 3 cookies. How many children get cookies?

Place 12 counters in groups of 3.



So, 4 children get cookies.



Share and Show



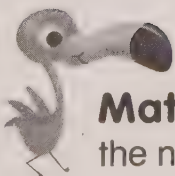
Use counters. Draw to show your work.
Tell how many groups.

1. Place 8 counters in groups of 4.

_____ groups

2. Place 10 counters in groups of 2.

_____ groups



Math Talk When you divide, how do you find the number of equal groups?

On Your Own

Use counters. Draw to show your work.
Tell how many groups.

3. Place 4 counters in groups of 2.

_____ groups

4. Place 12 counters in groups of 4.

_____ groups

5. Place 15 counters in groups of 3.

_____ groups

PROBLEM SOLVING REAL WORLD

Draw to show your work.

6.  Some children want to play a board game. There are 16 game pieces. Each player needs to have 4 pieces. Are there enough pieces for 5 children to play? _____

 **TAKE HOME ACTIVITY** • Have your child find out how many groups of 5 are in 20.



Checkpoint

Concepts and Skills

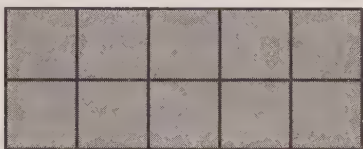
Draw equal groups. Skip count to find how many in all. (pp. P333-P334)

1. 5 groups of 2

_____, _____, _____, _____, _____ in all

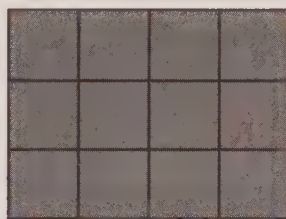
Write how many rows and how many in each row.
Write how many in all. (pp. P335-P336)

2.



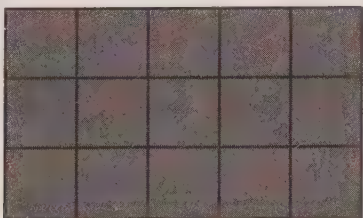
____ rows of ____
____ in all

3.



____ rows of ____
____ in all

4.



____ rows of ____
____ in all

5.



____ rows of ____
____ in all

Use counters. Draw to show your work.
Write how many in each group. (pp. P339-P340)

6. Place 8 counters in 2 equal groups.

_____ in each group

7. Place 18 counters in 3 equal groups.

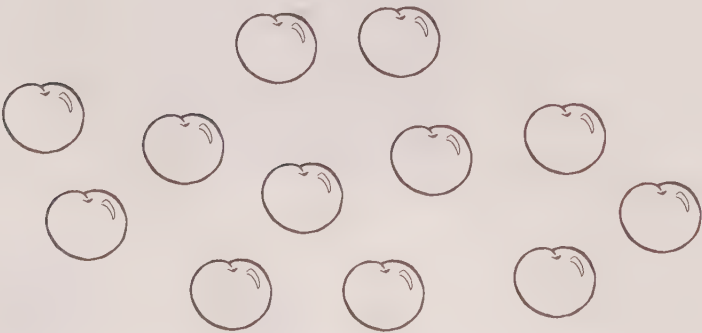
_____ in each group

Use counters. Draw to show your work.
Tell how many groups. (pp. P341-P342)

8. Place 12 counters in groups of 3.

_____ groups

9. There are 12 plums. If Mr. O'Neil gives 2 plums to each child, how many children will get plums? (pp. P341-P342)



- A** 6
- B** 8
- C** 10
- D** 12

Unit Fractions

Essential Question How can you write a fraction that names one equal part of a whole?

Model and Draw

You can name a **fraction** when the whole is divided into equal parts.

Think: 1 out of 4 equal parts

Say: one fourth



The top number tells how many equal parts are being counted.

$$\frac{1}{4}$$

The bottom number tells what the equal parts of the whole are.



_____ of the whole is shaded.

Share and Show



Write how many equal parts there are.

Write the fraction that names the shaded part.

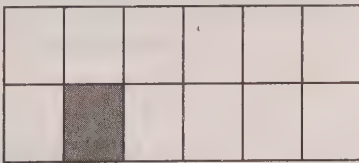
1.



_____ equal parts

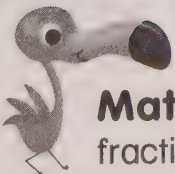
_____ of the whole is shaded.

2.



_____ equal parts

_____ of the whole is shaded.



Math Talk For exercise 2, describe the fraction you wrote.

On Your Own

Write how many equal parts there are.
Write the fraction that names the shaded part.



_____ equal parts

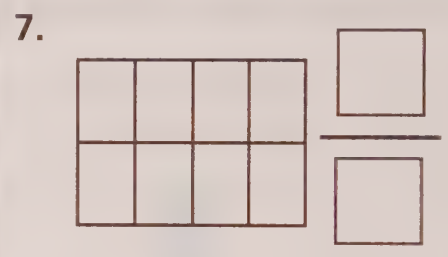
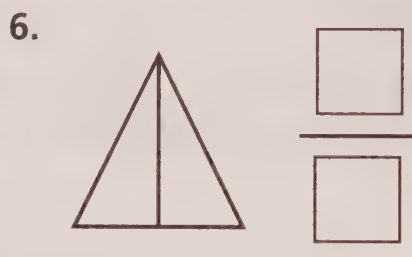
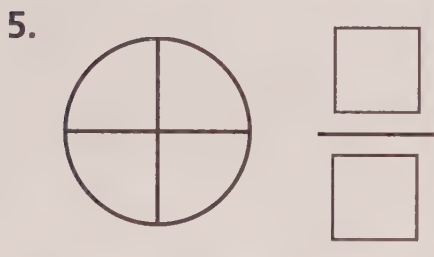
$\frac{\square}{\square}$ of the whole is shaded.



_____ equal parts

$\frac{\square}{\square}$ of the whole is shaded.

Color one part blue.
Write the fraction that names the blue part.



PROBLEM SOLVING REAL WORLD

8. Melissa is making a place mat.
She colors $\frac{1}{6}$ of the place mat.
Circle the picture that could be
her place mat.



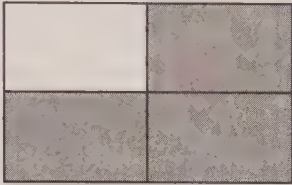
TAKE HOME ACTIVITY • Fold a sheet of paper into four equal parts.
Then have your child shade one fourth of the paper.

Other Fractions

Essential Question How can you write a fraction that names more than one equal part of a whole?

Model and Draw

A fraction can name more than 1 equal part of a whole. What fraction tells how many parts of this whole are shaded?



Think: 3 out of 4 equal parts

Say: three fourths

$$\frac{3}{4}$$

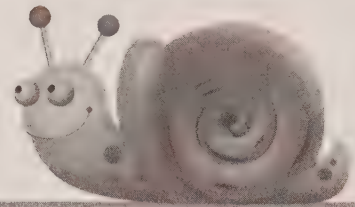
$$\frac{3}{4}$$

of the whole is shaded.

REMEMBER:

The top number tells how many equal parts are being counted.

The bottom number tells what the equal parts of the whole are.



Share and Show

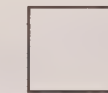


Write how many equal parts there are.

Write the fraction that names the shaded part.



_____ equal parts



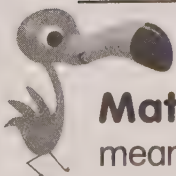
of the whole is shaded.



_____ equal parts



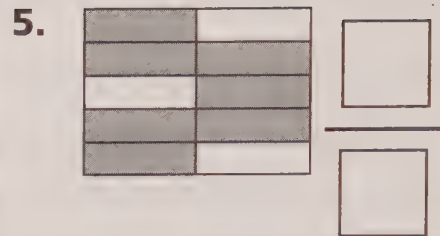
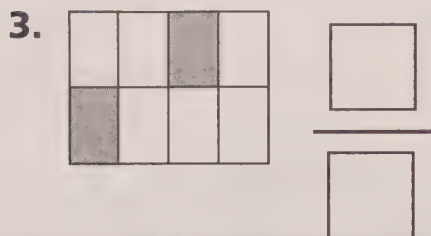
of the whole is shaded.



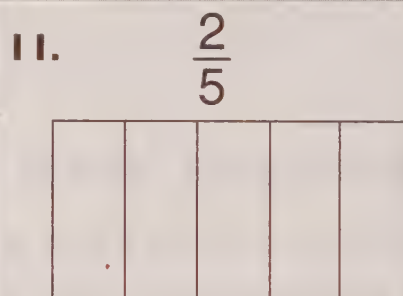
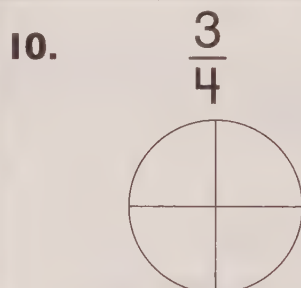
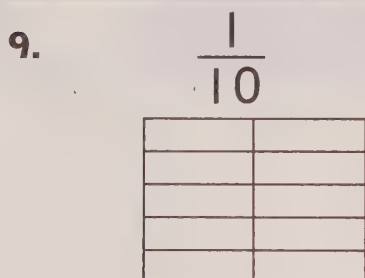
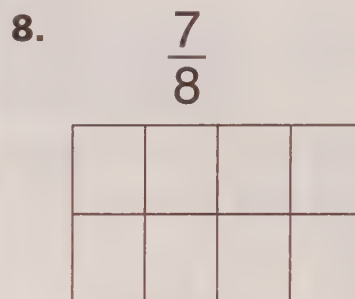
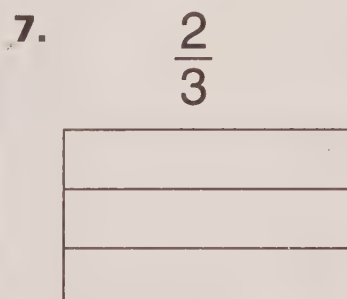
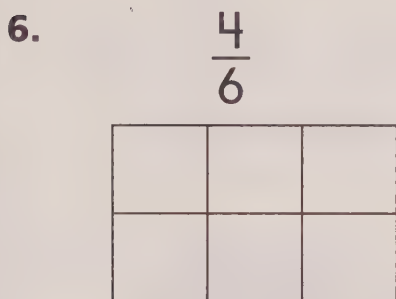
Math Talk Look at Exercise 2. What is the meaning of the top number in the fraction?

On Your Own

Write the fraction that names the shaded part of the whole.



Color to show the fraction.

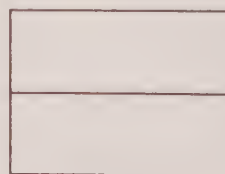


PROBLEM SOLVING REAL WORLD

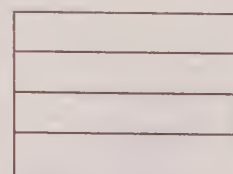
Color the pictures to solve.

12. Alicia colored one half of her paper blue. Molly wants to color the same amount of her paper blue. How many parts of her paper should Molly color blue?

_____ parts



Alicia's paper



Molly's paper



TAKE HOME ACTIVITY • Fold and cut a sheet of paper into eight equal pieces. Put the pieces into two piles, and ask your child to name the fraction for each pile.

Unit Fractions of a Group

Essential Question How can you write a fraction to describe one equal part of a group?

Model and Draw

Fractions can name equal parts of a group.



One third of the group is striped.

So, $\frac{1}{3}$ of the group is striped.

REMEMBER:

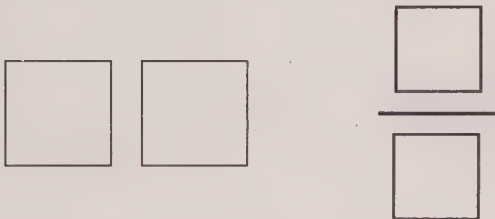
The group of 3 is the whole.

Share and Show

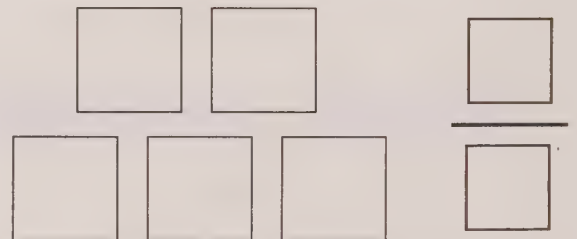


Use red and blue tiles. Make a group to match the sentence. Color to show what you did. Write a fraction for the red part.

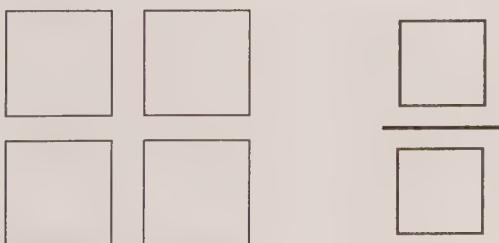
1. One half of the group is red.



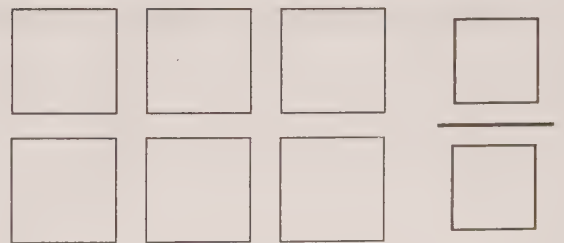
2. One fifth of the group is red.



3. One fourth of the group is red.

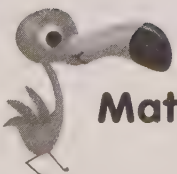


4. One sixth of the group is red.



Math Talk

Explain what you did in Exercise 2.



On Your Own

Use red and blue tiles. Make a group to match the sentence. Color to show what you did.

Write a fraction for the red part.

5. One third of the group is red.

6. One eighth of the group is red.

7. One tenth of the group is red.

8. One twelfth of the group is red.

PROBLEM SOLVING

REAL WORLD

Draw a picture to solve.

9. Chris has 3 yellow folders, 2 brown folders, 1 green folder, and 2 red folders. What fraction of his group of folders is green?

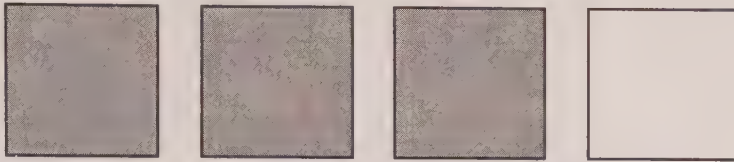
TAKE HOME ACTIVITY • Have your child draw four pink circles and one yellow circle. Then have your child write a fraction for the yellow part of the group.

Other Fractions of a Group

Essential Question How can you write a fraction to describe more than one equal part of a group?

Model and Draw

Fractions can name equal parts of a group.



THINK:
The group of 4 is
the whole.

Three fourths of the group are shaded. So, $\frac{3}{4}$ of the group are shaded.

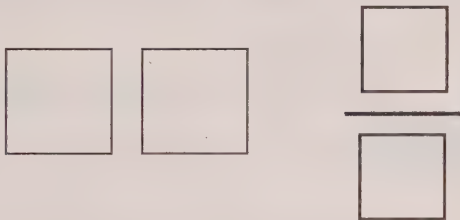
Share and Show



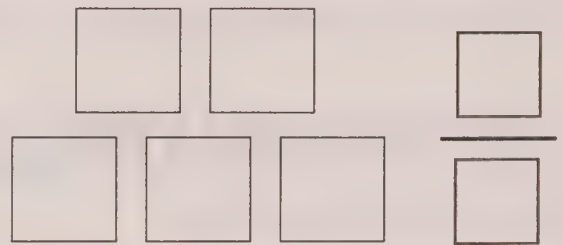
Use red and blue tiles. Make a group to match the sentence. Color to show what you did.

Write a fraction for the red part.

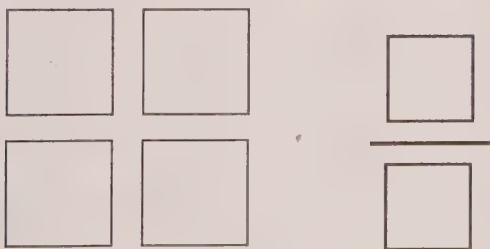
1. One half of the group is red.



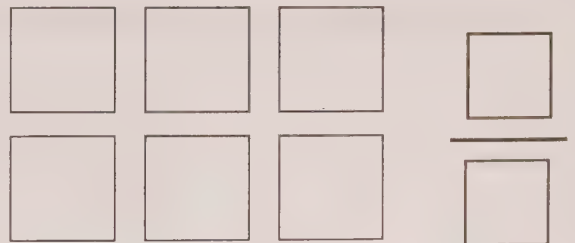
2. Four fifths of the group are red.



3. Two fourths of the group are red.



4. Three sixths of the group are red.



Math Talk Explain what you did in Exercise 3.



On Your Own

Use red and blue tiles. Make a group to match the sentence. Color to show what you did.

Write a fraction for the red part.

5. Two thirds of the group are red.

6. Two fifths of the group are red.

7. Seven tenths of the group are red.

8. Five twelfths of the group are red.

PROBLEM SOLVING

REAL WORLD

Draw a picture to solve.

9. Kelly has 4 yellow flowers, 2 red flowers, 3 blue flowers, and 1 purple flower.

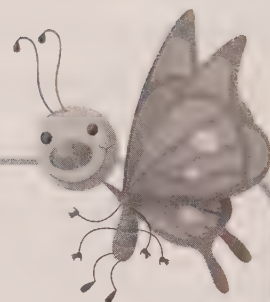
What fraction of her flowers are blue?



TAKE HOME ACTIVITY • Have your child draw seven blue squares and two green squares. Then have your child write a fraction for the green part of the group.

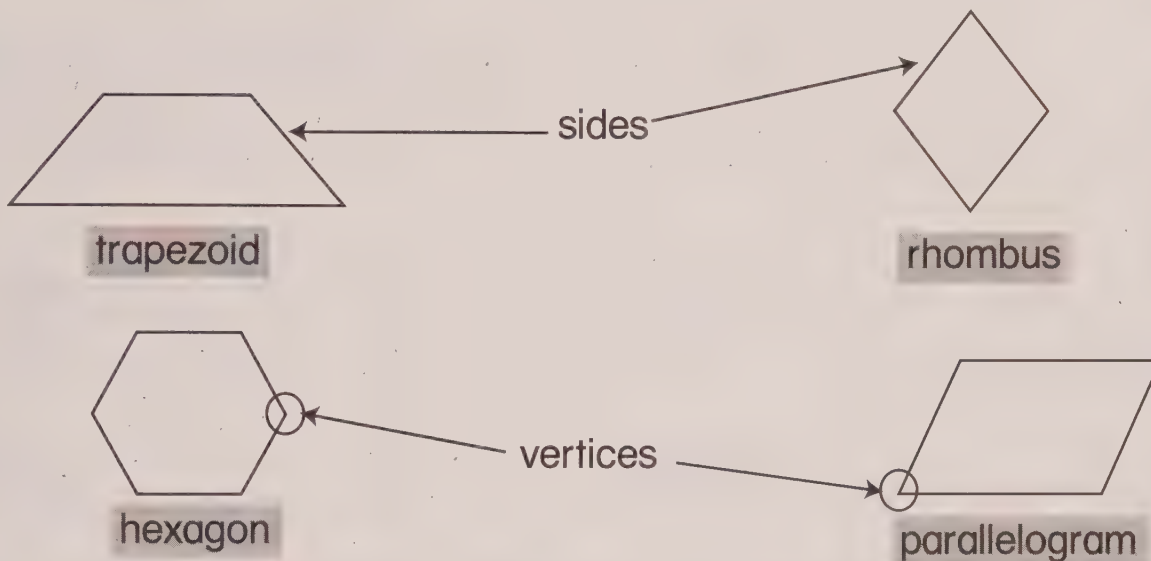
Plane Shapes

Essential Question How can you tell how many straight sides and vertices a plane shape has?



Model and Draw

These plane shapes have straight sides and vertices.

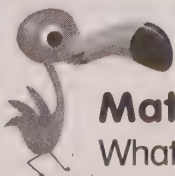


Share and Show



Use the pictures above. Write the number of straight sides and vertices.

	Plane Shape	Straight Sides	Vertices
1.	hexagon		
2.	rhombus		
3.	trapezoid		
4.	parallelogram		



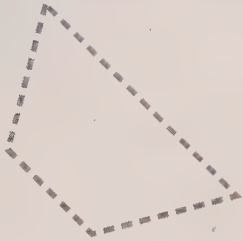
Math Talk Compare the shapes in the chart. What is the same? Explain.

On Your Own

Trace each straight side and circle each vertex.

Write the number of sides and vertices.

5.



_____ sides

_____ vertices

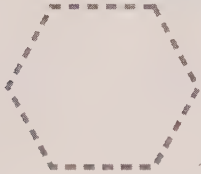
6.



_____ sides

_____ vertices

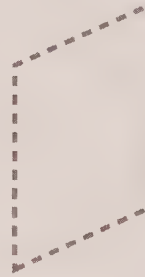
7.



_____ sides

_____ vertices

8.



_____ sides

_____ vertices

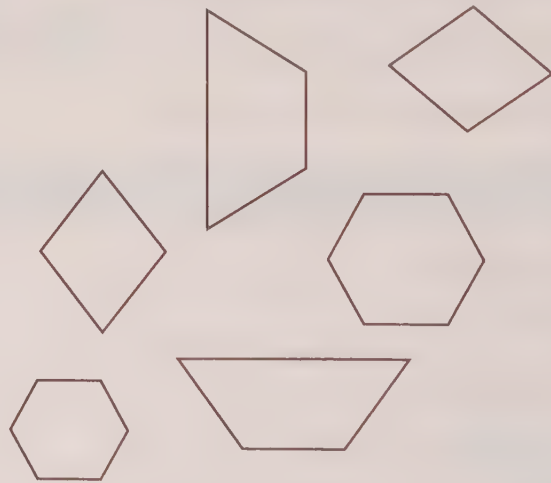
PROBLEM SOLVING

Follow the directions.

9. Color the trapezoids yellow.

10. Color the hexagons green.

11. Color the rhombuses red.



TAKE HOME ACTIVITY • Have your child draw a picture using plane shapes.

Sort Plane Shapes

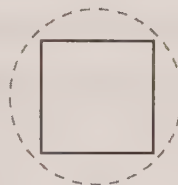
Essential Question How can you sort and identify plane shapes?

Model and Draw

Beverly chooses a plane shape with more than 3 vertices. It has 4 sides. Which shape does Beverly choose?



Cross out the shapes that do not fit the information. Circle the shape that answers the question.



It has more than 3 vertices.

It has 4 sides.

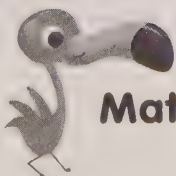
The square has 4 sides and more than 3 vertices.

Share and Show



Cross out the shapes that do not fit the information. Circle the shape that answers the question.

- I. Anthony chooses a plane shape.
It has straight sides.
It has more than 4 vertices.
Which shape does Anthony choose?



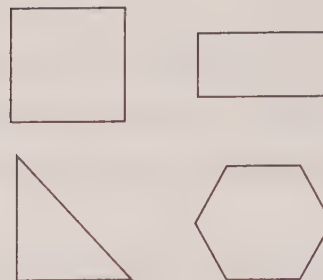
Math Talk

How is a square different from a triangle?

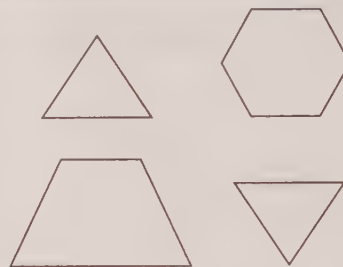
On Your Own

Cross out the shapes that do not fit the information. Circle the shape that answers the question.

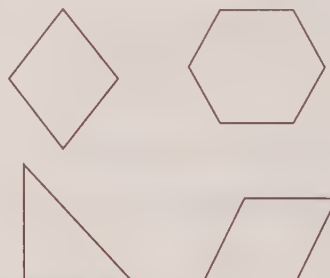
2. Sophia chooses a plane shape.
It has exactly 4 sides.
It is not a square.
Which shape does Sophia choose?



3. Josh chooses a plane shape.
It has more than 3 sides.
It has fewer than 6 vertices.
Which shape does Josh choose?



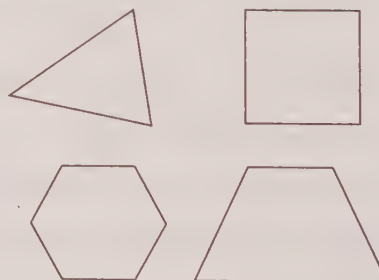
4. Peter chooses a plane shape.
It has more than 2 vertices.
It has fewer than 4 sides.
Which shape does Peter choose?



PROBLEM SOLVING

REAL WORLD

5. **H.O.T.** Try your own problem.
Margaret chooses a plane shape.
It has _____.
It is not a _____.
Which shape does Margaret choose?



TAKE HOME ACTIVITY • Have your child explain how he or she solved one of the problems on this page.

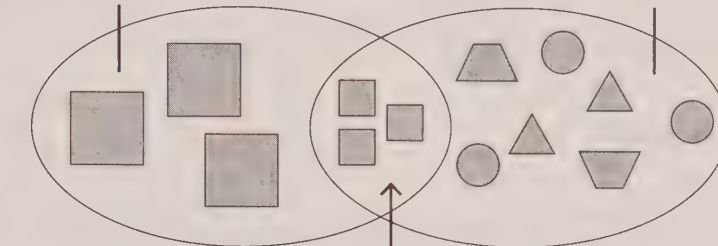
Use Venn Diagrams

Essential Question How can you use a Venn diagram to sort objects?

Model and Draw

A **Venn diagram** shows how things are alike and different. You can use a Venn diagram to sort objects.

These shapes are squares. These shapes are small.

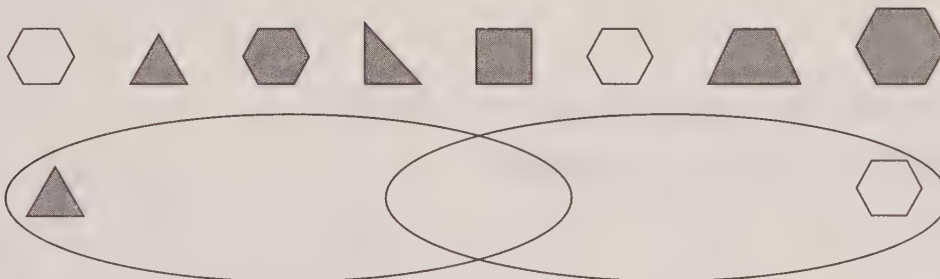


These shapes are squares **and** are small.

Share and Show



Sort. Draw each shape where it belongs.
Explain how you sorted.



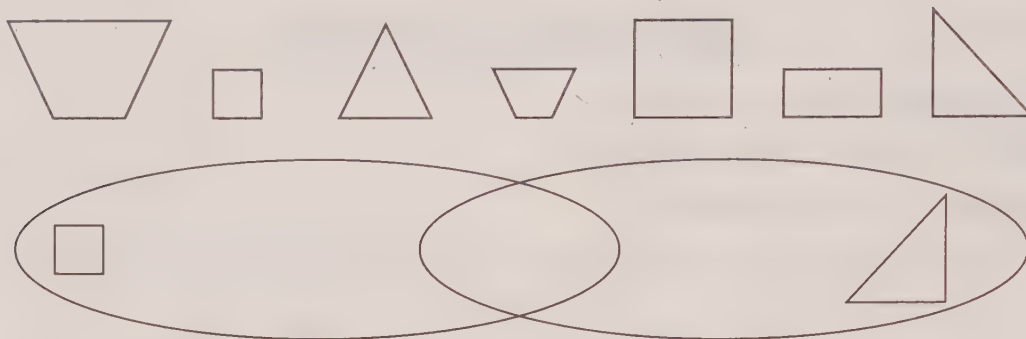
1. On the left side I drew _____.
2. On the right side I drew _____.
3. In the overlapping part I drew _____.

Math Talk What does the overlapping part of the Venn diagram show you? Explain.



On Your Own

Sort. Draw each shape where it belongs.
Explain how you sorted.



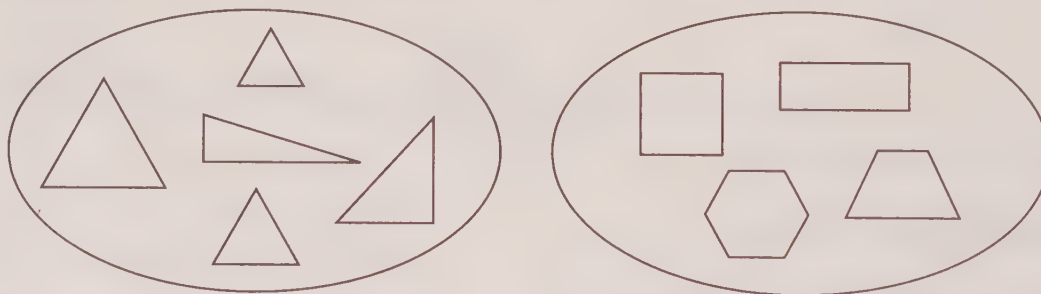
4. On the left side I drew _____.
5. On the right side I drew _____.
6. In the overlapping part I drew _____.

PROBLEM SOLVING

7.



The sets in this Venn diagram do not overlap.
Explain why the sets do not overlap.





TAKE HOME ACTIVITY • With your child, make a Venn diagram to sort plane shapes in.

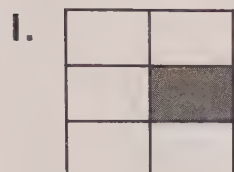


Checkpoint

Concepts and Skills

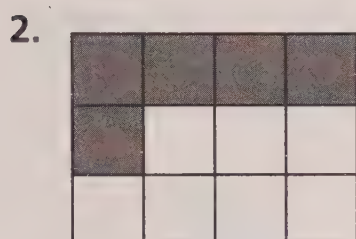
Write how many equal parts there are.

Write the fraction that names the shaded part. (pp. P345–P348)



of the whole is shaded.

_____ equal parts



of the whole is shaded.

_____ equal parts

Use red and blue tiles. Make a group to match the sentence. Color to show what you did.

Write a fraction for the red part. (pp. P349–P352)

3. Two thirds of the group is red.

--	--	--

4. One tenth of the group is red.

Trace each straight side and circle each vertex.
Write the number of sides and vertices. (pp. P353–P354)

5.



_____ sides

_____ vertices

6.



_____ sides

_____ vertices

7. Alex chooses one of these plane shapes.



It does not have 6 sides.

It has fewer than 4 vertices.

Which shape does Alex choose? (pp. P355–P356)

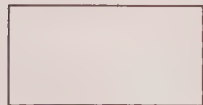
A



B



C



D



Time After the Hour

Essential Question How can you tell time to the nearest 15 minutes?

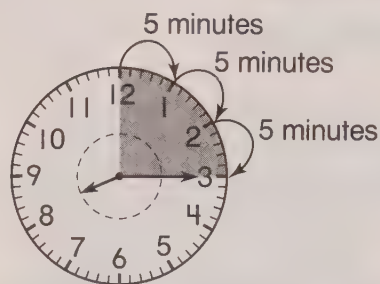
Model and Draw

It takes 5 minutes for the minute hand to move from one number to the next number on a clockface.

Skip count by fives. 5, 10, 15

The time is 8:15.

It is 15 minutes after 8 o' clock.



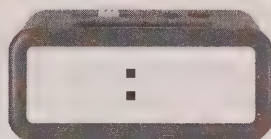
Share and Show



THINK:
Count by fives.

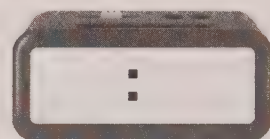
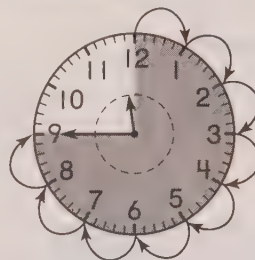
Write the time in two ways.

1.



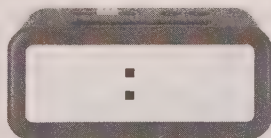
_____ minutes after _____ o' clock

2.



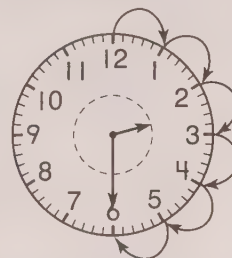
_____ minutes after _____ o' clock

3.



_____ minutes after _____ o' clock

4.



_____ minutes after _____ o' clock



Math Talk How could you tell time to the nearest 15 minutes if there were no numbers on the clock?

On Your Own

Write the time in two ways.

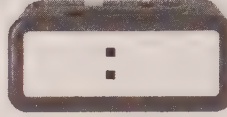
REMEMBER:
Count by fives.

5.



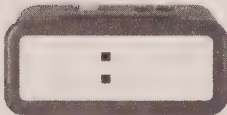
_____ minutes after _____ o' clock

6.



_____ minutes after _____ o' clock

7.



_____ minutes after _____ o' clock

8.



_____ minutes after _____ o' clock

PROBLEM SOLVING

Look at where the hour hand is pointing.
About what time is it?

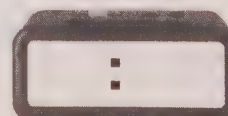
9.



10.



11.



TAKE HOME ACTIVITY • At 15, 30, or 45 minutes after the hour, ask your child to look at an analog clock and tell you the time.

A.M. and P.M.

Essential Question How can you tell if something is happening at an A.M. time or a P.M. time?

Noon is 12:00 in the day.
Midnight is 12:00 in the night.

Model and Draw

A.M. is used for times from midnight until noon.
10:00 A.M. is in the morning.

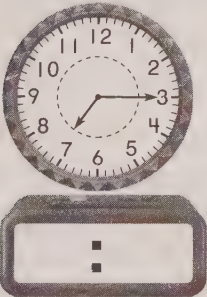


P.M. is used for times from noon until midnight.
10:00 P.M. is in the evening.

**Share and Show**

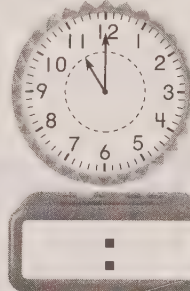
Write the time. Then circle A.M. or P.M.

1. eat breakfast



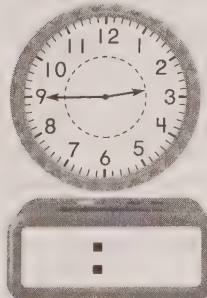
A.M. P.M.

2. go to art class



A.M. P.M.

3. ride home from school



A.M. P.M.

4. read a bedtime story



A.M. P.M.



Math Talk
Explain.

What is something that might happen at 7:30 P.M.?

On Your Own

Write the time. Then circle A.M. or P.M.

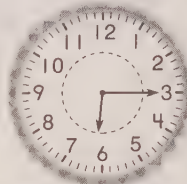
5. arrive at school

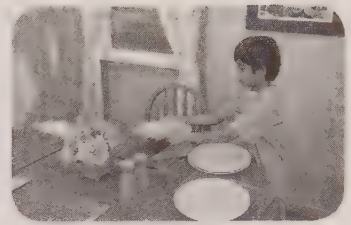




A.M. P.M.

6. set the table for dinner





A.M. P.M.

7. practice basketball





A.M. P.M.

8. sleep



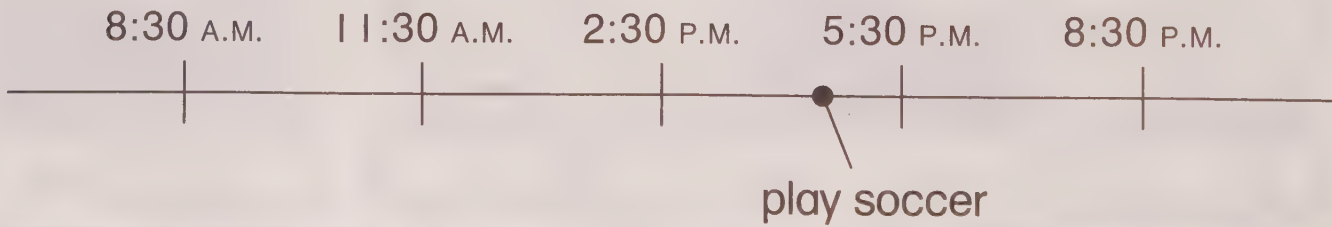


A.M. P.M.

PROBLEM SOLVING

REAL WORLD

9. **H.O.T.** Add points to the time line for **read a book, get dressed, and go to math class.** Label each point.



TAKE HOME ACTIVITY • At different times of the day, ask your child to read an analog clock and tell whether the time is A.M. or P.M.

Days, Weeks, Months, and Years

Essential Question How can you compare days, weeks, months, and years?

Model and Draw

Days, weeks, months, and years are used to measure time.

Maria had a library book for 12 days.

Is this **more than**, **less than**, or **the same as** 1 week?

12 days is more than 1 week.

Time Relationships

There are 7 days in 1 week.

There are about 4 weeks in 1 month.

There are 12 months in 1 year.

There are about 52 weeks in 1 year.

Share and Show



Write **more than**, **less than**, or **the same as** to complete the sentence.

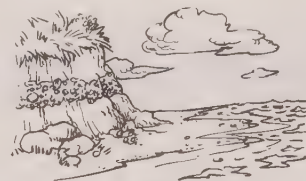
1. Christopher had a rock collection for 1 year.

This is _____ 12 months.



2. Mitch and his family were on vacation for 2 weeks.

This is _____ 7 days.



3. Claudia will start school in 6 weeks.

This is _____ 1 month.



4. Judy stayed with her grandparents for 4 days.

This is _____ 1 week.



Math Talk Dennis says that 14 days is more than 2 weeks. Explain why this is not correct.

On Your Own

Write **more than**, **less than**, or **the same as** to complete the sentence.

Time Relationships

There are 7 days in 1 week.

There are about 4 weeks in 1 month.

There are 12 months in 1 year.

There are about 52 weeks in 1 year.

5. The map was on the classroom wall for 1 month.

This is _____ 3 weeks.



6. Susan's little brother had a tricycle for 10 months.

This is _____ 1 year.



7. Rachel and her family were camping for 8 days.

This is _____ 1 week.



8. The skating rink was closed for 2 weeks.

This is _____ 1 month.



PROBLEM SOLVING REAL WORLD

9. Joanna lived on Maple Street for 1 year. Sara lived on the same street for 14 months. Who lived on Maple Street for a greater amount of time?
- _____

10. **H.O.T.** Wesley was at camp for 3 weeks. Mark was at camp for 19 days. Who was at camp for a greater amount of time?
- _____

TAKE HOME ACTIVITY • Use strips of paper to make a matching game that will help your child review the time relationships listed in the chart.

Use a Calendar

Essential Question How can you use a calendar to find days and dates?

Model and Draw

A calendar shows time in days, weeks, and months.

From April 6 to April 12
is one week.



April 7

April						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

What is the date of the first Monday?

Share and Show



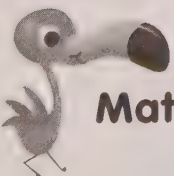
Use the calendar to answer the questions.

- Find the second Tuesday in April.
Is April 12 **more than** or **less than** a week later?

- What are the dates of the Saturdays that are before April 16?

- What are the dates of the last two Thursdays in April?

- What days of the week are after April 19 but before April 23?



Math Talk What day and date is the last day of April?

On Your Own

Use the calendar to answer the questions.

January						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5. What are the dates of the Sundays after January 11?

_____ , _____

6. What are the dates of the first two Tuesdays in January?

_____ , _____

7. What days of the week are after January 22 but before January 25?

_____ , _____

PROBLEM SOLVING REAL WORLD



8.  Write a question about the calendar.
Ask a classmate to find the answer.



TAKE HOME ACTIVITY • Look at a calendar with your child. Have him or her tell you the dates of the last 2 Saturdays of this month.



Checkpoint

Concepts and Skills

Write **more than**, **less than**,
or **the same as**. (pp. P365-P366)

1. Sam's project was on display
for 12 days.

This is _____ one week.

2. Chris was on vacation for 7 days.

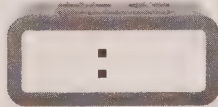
This is _____ one week.

3. Anna lived near the beach for 11 months.

This is _____ one year.

Write the time in two ways. (pp. P361-P362)

4.



_____ minutes after _____ o'clock

5.



_____ minutes after _____ o'clock

Write the time. Then circle A.M. or P.M. (pp. P363-P364)

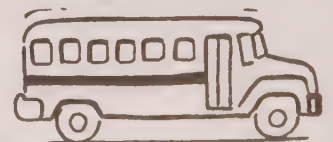
6. go to science class



A.M.

P.M.

7. ride the bus to school



A.M.

P.M.

June						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Use the calendar to answer the questions. (pp. P367-P368)

8. What is the date of the first Wednesday in June?

9. What are the dates of the last two Saturdays in June?

10. Find the first Saturday in June. Is June 16 **more than** or **less than** one week later?

11. Use the calendar for July. What days of the week are after July 12 but before July 16? (pp. P367-P368)

- (A) Friday, Saturday, Sunday
- (B) Tuesday, Wednesday, Thursday
- (C) Sunday, Monday, Tuesday
- (D) Monday, Tuesday, Wednesday

July						
SUN	MON	TUES	WED	THURS	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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